



Elementary Classroom Primary Source Set History Packets



Grade Level:

Elementary, 3rd

Essential Question:

1. What is the history of Aurora?

Supporting Questions:

1. Why is it important to learn the history of different places?
2. How do people make a record of history?
3. How can you use primary sources to learn about history?

Sources:

There are four different resource packets, so this is an example of what can be found in each packet:

Donald Fletcher Packet: text heavy, lots of documents and some secondary sources

Census Sheet form New York 1900, city of Aurora, Aurora History Museum Archives

Fitzsimmons and Military History: variety of sources, some text and photos



Photo "Infirmary group Solarium", city of Aurora, Aurora History Museum Collections. Fitzsimmons box 1, folder 2



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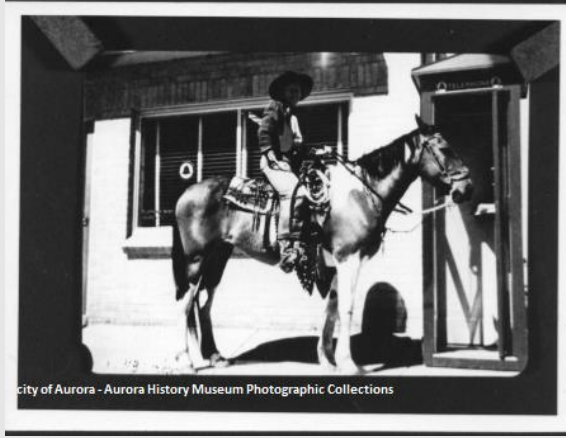


Gully Family Packet: Mostly photos, some journal entries and maps



Gully Journal 1877, city of Aurora, Aurora History Museum Archives. Gully Family Box #1

Billie Preston and Patches: lots of text in the form of an interview and newspaper articles, some photos



Billie Preston on Patches, 1940-1950
city of Aurora, Aurora History Museum
photography collection P1990.5466

Background Knowledge/Contextual Information for Teachers:

A Brief History of Aurora

The city of Aurora began as a small suburb of Denver called Fletcher. Fletcher stretched from 6th Avenue to 26th Avenue and from Yosemite Street to Peoria Street. Fletcher was developed by Donald Fletcher who moved to Denver from Chicago in 1869. He helped develop the Capitol Hill neighborhood of Denver and was the president of the Denver Chamber of Commerce in 1888. He purchased the land that would become Aurora and set out to build his own suburb on the outskirts of the quickly growing city. For more on Donald Fletcher, see his short biography.

Homesteading

Outside the town of Fletcher lived a small, but thriving community of farmers and ranchers who moved here in the late 1860s and 1870s as part of the **Homestead Act of 1860**. These individuals formed Sable, Toll Gate, and other communities. Homesteaders raised cattle, horses, and sheep and grew crops, such as wheat, corn and sugar beets. As Denver grew to be a large city by the 1900s, the agriculture in the area became more important to support Denver's population with fresh milk, eggs and produce. Several farmers established dairy farms and creameries. During the **Great Depression** in the 1930s, wheat and sugar beet farms failed because of low prices and large debts and dust storms caused others to leave their land. Customers were affected too and reduced their consumption of produce and dairy goods that came from the farms located within Aurora's current city limits. For more information on early homesteading families, see the Gully and DeLaney Family biography.



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Colfax Avenue

The inclusion of East Colfax as part of Highway 40 in 1926 made Aurora the first city in Colorado that travelers from the east encountered on their way west. Hotels, gas stations and restaurants popped up to sell goods and services to the travelers that passed through. Colfax Avenue was Aurora's main street. In the 1920s through the 1960s everyone went down Colfax Avenue. There were no **interstate highways** around the city. Colfax was the first thing that tourists from the east saw when they arrive in the area.

Military History

Aurora has had three military installations: Army General Hospital No. 21 (Fitzsimons Army Hospital), Lowry Air Field (Lowry Air Force Base) and Buckley Air National Guard Base (Buckley Air Force Base).

Lowry Air Field opened in 1938. Residents hoped that a military base would provide new jobs and help boost the ailing Depression-era economy. The **Works Progress Administration** constructed the base. The work was part of a New Deal program created by **President Franklin D. Roosevelt**. The base was named Lowry Air Field, for a Denver aviator who had given his life in World War I. During World War II, Lowry trained men and women to become aviation technicians and aerial photographers. Lowry Air Field existed in Aurora from 1938-1948. The name was changed to Lowry Air Force Base until its closure in 1994. The presence of the base put money into the local economy and encouraged the further development of Aurora, and later put the city in the national spotlight when the base served as a "Second White House" during the **Eisenhower Administration**. For more information about Fitzsimons Army Hospital, see the Fitzsimmons primary sources.

Building Background Knowledge for the student:

There are several different topics and resources packets under this lesson, the background information for students is broken down into those three topics (the sources from the Billie Preston and Patches lesson can also be used for this, though it can also be a standalone lesson).

Source packets for research: For each of the topics, a packet of sources has been created along with a short summary of the topic that students can use as a foundation of their research, or to see which topic they would like to research. The topics are as follows:

Donald Fletcher: Mostly secondary sources, many of the sources are text and may be difficult to read without support [Sources](#)

Fitzsimmons: A mixture of many different kind of sources, not very much text, but includes a video clip and photos. [Sources](#)

Gully Family and Farming: Mostly photos and short text in charts. [Sources](#)

Billie Preston and Patches: The sources are mostly newspaper clippings with a few photos. [Sources](#)



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Strategy Instruction:

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

- Who wrote this?
- What is the Author's perspective?
- Why was it written?
- When was it written?
- Where was it written?
- Is this source reliable? Why? Why not?

Corroboration asks students to consider details from across multiple sources to determine points of agreement and disagreement.

- What do other sources say?
- Do the Sources agree? If not, why?
- What are other possible sources?
- What sources are most reliable? Why?

Strategy Instruction Differentiation:

Each source packet has a brief overview of the topic as well as sources relating to that topic that students can use as a basis for research. Each topic has a different variety of sources, some are more text heavy while others have more pictures and other sources. This allows the teacher to differentiate for different literacy levels if they need to. The general expected outcome would be a paragraph about the research topic, though the rubric could be scaled to reflect a longer or more in depth project as well as a non-written project to reflect the time and ability levels of different students and the class.

Discussion:

See questions under strategy instruction.

Assessment	
Level	Description
Proficient	<ul style="list-style-type: none">The student's writing shows a clear narrative where the information is connected and fits togetherThe student uses correct spelling, grammar, and punctuationThe student follows the format provided by the teacherThe student uses information found in or corroborated by the sources provided (not just using the information from the summary)The student uses at least one "but" or "however" (etc.) statement to show disagreement or doubt between sources



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Emergent	<ul style="list-style-type: none">• The student's writing has the beginning of a narrative style, but the information is disjointed and does not connect from one fact to the next• The student makes a few spelling, grammar and punctuation errors, but they do not detract from the writing• The student attempts to follow the format provided by the teacher• The student uses some information from the sources, but much of their writing is taken from the summary and not supported with additional source material• The student is missing a "but" or "however" statement, but does attempt comparisons between sources.
Basic	<ul style="list-style-type: none">• The student's writing is incomplete or does not form a complete paragraph• The student's spelling, grammar and punctuation errors are distracting while reading and obscure the meaning of their writing• The student has not attempted to follow the format provided by the teacher• The student does not use any information that is obviously from the sources and/or makes up their own information• The student is missing a "but" or "however" statement and makes no attempt to compare information from different sources

Curriculum Standards:

- CO Standard 1- History
 - 3rd Grade 3. 1.1.c- Compare information from multiple sources recounting the same event
 - 3rd Grade 3.1.2.b- Give examples of people, events, and developments that brought important changes to a community or region

Reading and Writing Standards:

- CO Standard 2-Reading for all purposes
 - 3rd Grade 3.2.2.a- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- CO Standard 3-Writing and Composition
 - 3rd Grade 3.3.2- Craft informational/explanatory texts using techniques specific to the genre.
 - A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - B. Develop the topic with facts, definitions, and details.
 - C. Use linking words and phrases (for example: *also, another, and, more, but*) to connect ideas within categories of information.
 - D. Provide a concluding statement or section.



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- CO Standard 4- Research Inquiry and Design
 - 3rd Grade 3.4.1.a- Conduct short research projects that build knowledge about a topic
 - 3rd Grade 3.4.1.b- Interpret and communicate the information learned by developing a brief summary with supporting details.

Sample Activities:

The intended outcome activity is a five sentence paragraph that shows that students understand the topic they have researched. This could also be expanded into a larger research project or with any outcome that is appropriate for your classroom.