



HISTORY *Colorado*

An Educator's Guide to Lincoln Hills: Segregation and African American History

Lincoln Hills Unit of Study: Grades 3-8

This multi-disciplinary unit of study is designed to complement the online exhibit by the Colorado History Center. Students will utilize their reading, writing, geography, and critical thinking skills to deepen their understanding of African American history and the civil rights movement in Colorado.

Opened in 1922 as the first African American resort west of the Mississippi by black entrepreneurs from Denver's Five Points neighborhood, Lincoln Hills was an oasis in a deeply segregated society. People from all across the country came to Lincoln Hills to enjoy the Rocky Mountains. At Lincoln Hills, African Americans enjoyed a sense of openness and freedom that was denied to them almost everywhere else in the United States.

Essential Understandings:

If we fail to learn from history, we are destined to repeat it.

Certain conditions, beliefs and prejudice result in some people being treated differently from others and/or prevent people from fighting back.

Writers provide insights about the human experience through literature.

Kindness, in the face of adversity, exists.

Considering multiple accounts and perspectives is essential to developing a deep understanding.

Skills:

Identify main ideas in non-fiction text.

Respond to and infer details.

Use internet resources as research tools.

Use informational text and literature as research tools.

Compare information from a variety of sources about the same topic.

Formulate questions about a topic.

Summarize non-fiction text.

Create multi-media presentations showcasing information.

Present information to classmates orally and visually.

Lesson Plans:

Day 1/Activity 1: Introduction to African American History in Colorado, Segregation, and Lincoln Hills

**Before introducing your class to the Lincoln Hills online exhibit, we suggest introducing your class to the topic of segregation and provide them with a basic background about African American history in Colorado. For example, briefly discuss Jim Crow laws in other states and the Five Points neighborhood of Denver.

Students will learn about segregation and African American history in Colorado, particularly in Denver. Then, they will be given the class period to explore the Lincoln Hills online exhibit.

Materials:

- a. Computer with internet access (ideally 1 to 2 per student)
 - b. Note taking materials
 - c. Headphones/earbuds for computer
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- 1) Briefly introduce segregation, Jim Crow laws, and other relevant information about African American history to your class. Ask students what they know about African American history in Colorado and Denver.
 - 2) Pull up the Lincoln Hills website on your computer. Show students the introductory video on the “Early History” section. As a class, discuss why Colorado and the west might have provided an African American with a “better life.” What was happening in this part of the country at the time? Why would this have influenced an African American’s opinion on moving to such an unknown place?
 - 3) Have the students pull up the website on their own computers. Go through parts of the first section with your students, having them follow along. Remind them to click on anything they see in the sections, especially anything glowing or animated.
 - 4) Let your students explore the website in its entirety. Let them have free rein (as long as they are on the exhibit website of course); guide them through the website if they have questions. Today will be a site exploration day so they can get acquainted with the material. Give them time warnings close to the end of class.
 - 5) With 5-10 minutes left for the activity, bring the class back together. As a class, discuss why Lincoln Hills was an important part of Colorado history. What was its purpose? How did it accomplish this?
 - 6) Wrap up Day 1.

Activity 2/Day 2: Digital Badge Day

Students will spend the class period completing the Lincoln Hills digital badge activity at their assigned level.

Materials:

- a. Computer with internet access (ideally 1 per student)
 - b. Note taking materials
 - c. Headphones for computer
 - d. Badge login information
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- 1) Quickly discuss/reorient students about Lincoln Hills's significance in Colorado history.
 - 2) Provide students with their login information for their digital badges.
 - 3) Pull up the Digital Badge activity on your computer and let your students follow along on their computer. Show your students how to navigate through the first couple digital badge activities. Encourage them to write down their answers in a book/take notes on the material found on the website to help them through the activities.
 - 4) Let students complete their digital badge for Lincoln Hills. Some students may get through the digital badge activity quicker than others. Encourage students that have gone through the badge activity to try the higher level badge activity for Lincoln Hills.
 - 5) Depending on how quickly your class completes the badge activity, consider taking 5 or 10 minutes at the end of the class period to discuss Lincoln Hills again. Ask students what facts they found interesting about the resort. What did they learn?

Activity 3: Transforming Biographies to Autobiographies

Students will research prominent Denver-area African Americans listed on the Lincoln Hills website and create an autobiographical text on them. This lesson should take around two days to complete.

Materials:

- a. Computer with internet access (ideally 1 per student)
 - b. Printer
 - c. Computer paper
 - d. Note-taking materials
 - e. Civil rights books
 - f. Approved list of websites
 - g. Art supplies
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1. Students should be divided into pairs prior to the beginning of class. Each pair of students should be assigned a prominent African American mentioned in the first section of the Lincoln Hills (Early History) website.
 2. Lead a discussion about the differences between autobiographies and biographies. Which type of writing is more accurate? Can one be more biased than the other?
 3. Next, model writing an autobiography (maybe select a historical figure students are familiar with or a student from the classroom). What features does this type of writing have?
 4. Show the James P. Beckwourth video from this section. It is told in the first person and will be helpful with this process.
 5. The students should go back to the Lincoln Hills website along with other teacher-approved websites to research their historical figure.

6. Once students have completed their research, they should compose their autobiographies.
7. Once completed and typed, encourage students to insert/draw images into their pieces.
8. Consider having the students present their autobiographies to the class.

Activity 4: Denver Then and Now

Students will compare and contrast the history and geography of Denver, particularly the Five Points neighborhood. They will then collaborate to create an Animoto that describes and analyzes how Denver has evolved.

*If your students know how to save images and insert them into a Word document, they should have no problem with Animoto. The teacher will need to set up an Animoto account prior to the lesson. Animoto offers free accounts for teachers. This account allows each student to make a 30 second video for free. If the teacher wants the Animotos to be longer, they can pay a small fee. This lesson should take about two to three days, depending on how tech savvy the students are.

<https://www.youtube.com/user/animoto>

Materials:

- a. Computer with internet access (1 per student)
 - b. Note taking materials
 - c. Animoto login information
 - d. Flash drive
 - e. Headphones for the computer
1. Prior to class, set up an Animoto account. A password will need to be made for this account. Please note that the password will be given to each student. Therefore, it might be best to make it something generic. <https://animoto.com/>
 2. Create an example Animoto so that the students know what you are looking for in a project.
 3. Show students the example Animoto you made or one of the examples from the Animoto website.
 4. Go through the "Explore the 1920s" section with your class. Show them how to get to it and let them explore it for around 5 to 10 minutes. Afterward, bring the class back to a discussion. What do the students recognize? What has changed? Who were the people that made the Five Points area what it is today?
 5. Introduce the project. Ask them to compare and contrast the history and geography of Denver and Five Points in an Animoto. Hand out the documents found here: <https://magellantech4u.wikispaces.com/file/view/How+to+Create+an+Animoto+Presentation+3.pdf>.
 6. Assign finding images of Denver and Five Points as part of the homework for the night.
 7. Once the students have found all of their images, they can create their Animoto on Denver and Five Points.
 8. Have students share their creations with one another in class or on the class website.

Activity 5: Pictures to Poetry

Using prominent figures of the Harlem Renaissance on the Lincoln Hills exhibit and pictures of historical landmarks as inspiration, students will write their own poems that reflect the African American experience during the 1920s and 30s in Colorado.

Materials:

- a. Computer with internet access (1 or 2 per student)
- b. Printer
- c. Computer paper
- d. Writing utensils
- e. Pictures (provided here:)

1. Before class, pull up the four pictures provided above on your computer so that they are projected onto a screen. Alternatively, print out the four pictures and tape them to your whiteboard. Number each photo 1 - 3.
2. At the beginning of class (or the subject period), read the introduction to the Harlem Renaissance on the Lincoln Hills exhibit website (found by clicking the music notes at Winks Lodge in the Lincoln Hills section).
3. Ask your students what they know about the Harlem Renaissance. What was the movement about? Who were famous figures of the movement? What did they do? How was the movement a part of Colorado history?
4. After discussing the Harlem Renaissance as a class, highlight the fact that many figures of the Harlem Renaissance, such as Langston Hughes, wrote poetry.
5. As a class, talk about elements of a poem. What is a poem? What types of poem are there? What is the purpose of a poem?
6. Divide the class into four groups however you see fit.
7. Present the class to the images on the board (with their captions so that they know the location they are writing about). Explain that they will be writing a poem about the picture with the same number as their group.
8. Set guidelines for the poetry (how long do you want it to be? What kind of poetry do you want the class to use?). Provide an example or write a poem together as a class to give them an idea of what you are looking for.
9. Let students use the Lincoln Hills online exhibit and other approved websites to gather research on the location of their picture before writing their poem.
10. After students have completed writing their poem, have a poetry reading together as a class. Consider having students read their poems to other classes.
11. The next day in class, have students reflect on their experience writing the poems. Was it difficult to write? Was it easy? Why or why not? Why might some African Americans have used poetry to express their experience living in Colorado during the 1920s and 30s? Why a poem and not another form of writing?

Activity 6: Civil Rights Living Timeline

Students will analyze the important events/people of the Civil Rights movement and its impact on today's society by creating a living timeline. Each student will be assigned a person or significant event to research. It is the student's job to "become" that person or "become" a person that witnessed the historical event. This lesson should take two days plus a final presentation to complete.

Materials:

- a. Computer with internet access (1 per student)
 - b. Printer
 - c. Computer paper
 - d. Art supplies
 - e. Poster board
 - f. Civil Rights books
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1. Each student will be assigned one person or event from the Lincoln Hills exhibit to research and report on. Add people/topics as you see fit for your students.
 2. Students will research using computers. Provide a list of suggested websites and books about the Civil Rights movement as well. In addition, make sure students are saving their images and findings to a flash drive.
 3. Students should type an expository paragraph of their person/event. This paragraph should include relevant information such as dates, significance on the movement etc.
 4. Students will create a visual for the event/person. This can be done via a poster or a web-based program.
 5. Students should practice their presentations prior to the final event. They should attempt to memorize all relevant information, if possible. They should consider themselves to be "experts" on their event/person.
 6. As a class on the final presentation day, discuss the order of events. Why did particular events have to happen in order for others to occur?
 7. Finally, have students present their topic/person in chronological order on the timeline. Consider presenting this information to another class.

*Project rubric: <http://www.learnnc.org/lp/multimedia/7394>

*Lesson adapted from <http://www.learnnc.org/lp/pages/1908>

Colorado Academic Standards Addressed

Civics

4.2 The origins, structure, and functions of the Colorado government

Geography

1. Use several types of geographic tools to answer questions about the geography of Colorado
2. Connections within and across human and physical systems are developed

History

1.1. Organize a sequence of events to understand the concepts of chronology and cause and effect in the history of Colorado

1.2 The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States

Oral Expression and Listening

1.1 A clear communication plan is necessary to effectively deliver and receive information

Writing and Composition

3.1 The recursive writing process is used to create a variety of literary genres for an intended audience