Western Work: Industries of Colorado
1850 to Present
Pre-Visit Activities

The following activities can help students understand some of the important themes that they will be introduced to during the Western Work program. We recommend doing all four activities before the scheduled visit.

Pre-Visit Activity #1: Introduction to Western Work Industries (45 min)
There are seven Industry Cards that represent some industries that exist and have existed in Colorado. This portion of the Western Work program will be based on information that students discover from these cards. Have the students read the Industry Cards and complete the Industry Facts worksheet. Students can read and take notes on one or more industries.
Objective: Students become familiar with the industries of the Western Work program and pull out important facts from reading.
3rd Grade Colorado Content Standards–History 2c, 2d; Reading 1b, Writing 1d
4th Grade Colorado Content Standards–History 2a, 2b; Reading 1a, 1c, 2a; Writing 1a

Pre-Visit Activity #2: Primary Sources: Photograph Find (15 min)
The Photograph Find worksheet guides students in their reading of historical photographs by focusing on people and objects. Students study the historic photo and answer the questions.
Objective: Students learn to use photographs as primary sources of information about a culture.
3rd Grade Colorado Content Standards–History 1b, 2a
4th Grade Colorado Content Standards–History 2d

Pre-Visit Activity #3: Primary Sources: Everyday Artifacts (15 min)
Have each student select an object from around the classroom that they find interesting or frequently use. Each student will fill out the Everyday Artifacts worksheet based on the object they chose. After the students complete their worksheets, tell them you are going to talk about artifacts. Artifacts are defined as objects made by people that are an example of primary resources. That means an artifact can tell us about the people that made and used it. Have the students think about whether the object they selected is an artifact. Ask the students to help make a list of artifacts from their homes and write the list on the board.
Objective: Students will learn to see artifacts as primary sources of information about a culture.
3rd Grade Colorado Content Standards–History 1b
4th Grade Colorado Content Standards–History 2d
Pre-Visit Activity #4: Timeline: Colorado’s Industry (15 min)
Students explore the timelines on the Industry Cards to learn about important events in each industry and the sequence in which they occurred.
Objective: Students learn how to read important elements of a timeline and are able to place the seven industries of the Western Work program in time.
3rd Grade Colorado Content Standards—History 2b, 2d
4th Grade Colorado Content Standards—History 1a, 2b
Dear Teacher,

Thank you for inviting History Colorado into your classroom! Before your scheduled visit, here are some things you need to know.

**Program Description**

**Western Work**

explores the growth of industry across the state of Colorado from 1850 to present day. History Colorado staff will come into your classroom or gymnasium to facilitate this 60 minute program for up to 30 students. Students become “experts” on one of the following industries: Flour Mills, Mining, Saddlery and Spurs, Ice, Millinery and Dressmaking and Sugar Beets. Using objects, photographs and clues, students will discover six industries around a large floor map of Colorado, exploring the history and impact of each industry. Pre-visit material will prepare students for this journey, while post-visit material will synthesize and expand their knowledge.

**Standards**

This program is geared specifically to Third and Fourth Grade audiences but can be adapted for other grades.

Before We Visit

There are four pre-visit activities for the **Western Work** program. Each lesson provides background information that will prepare students for the program. We recommend doing all four activities. Also, students must be between the ages of 8 and 12.

1. **Prepare Your Space**
   - Find a quiet corner of a classroom or gym where students will not be disturbed.
   - Set up up to 30 chairs or desks in a circle or half-circle.
   - Make sure there is space for a large floor map to be set up.
   - Make sure students can easily see each other.
   - Set up tables and chairs for pre-visit activities.

2. **Before We Visit Resources**
   - **Pre-visit readings**
   - **Pre-visit activities**
   - **Post-visit activities**

3. **After We Visit**

Post-visit activities synthesize and expand the students’ knowledge of the **Western Work** concepts. Choose as many or as few as you like from the list.

- **What do you need to make Saddles & Spurs?**
  - **NATURAL RESOURCES**
    - Horses were the main mode of transportation in Colorado during the 1800s. Horses also helped move essential supplies. Cattle became an important industry that dominated the area.
    - Saddles and parts were also produced from cattle, such as leather and hide.
    - **TOOLS AND TRANSPORTATION**
      - Saddle makers had stores that showcased everything a cowboy or rancher would need for their horse, and even new products.
      - Saddles and parts could also be ordered from catalogues, nicknamed ‘cowboy bibles’, and shipped.
    - **LABOR**
      - Making saddles and parts was a time consuming and highly skilled job. Each saddle had a different style and depended on the needs of the rider. Apprentices worked under the master saddle maker to learn the craft.

4. **Goods**

- Saddles
- Spurs

**Words to Know**

- **Spurs**
  - Attached to the heel of the boots and used by riders to urge a horse forward.
- **Harness**
  - Leather straps that are fitted around an animal so that it can be attached to and pull a cart.
- **Saddletree**
  - The base on which the saddle is built. The tree size determines its fit on the horse’s back, as well as the size of the seat.
- **Bridles**
  - Piece of equipment used to direct a horse. It includes the headstall that holds a bit that goes into the mouth of a horse, and the reins that are attached to the bit.

**Saddles & Spurs Industry**

**Industry NOW**

After World War I, the saddle business slowly declined as cars, trains, airplanes, and tractors decreased the demand for saddles and spurs. There is still one large saddle-making company that makes custom saddles for customers who want a high-quality saddle made to order.

- **Apprentice**
  - Person learning a trade by practical experience under skilled workers.

**Western Town**

A western town is a place where people need saddles and spurs to work on farms or ranches. Saddles and spurs are also used by people who need them for leisure activities, such as riding or riding in parades.

**Denver had three saddle shops**

Pueblo became the capital of the saddle industry in Colorado in the 1870s. Pueblo was the saddle capital of the nation due to the popular Pueblo saddle made there. Saddle making declined as automobiles took over as the main form of transportation in Colorado.

**Words to Know**

- **Horses**
  - A large, four-legged mammal with a long neck and legs.
- **Cattle**
  - Large, cud-chewing mammals with long tails.
- **Plows**
  - A tool used to turn the soil and prepare it for planting.
- **Homes**
  - A dwelling place where people live.
- **Homes on the prairie**
  - A settlement in the plains of a country, especially in America.

**Timeline**

- 1835 - 1845: The first Colorado town is founded.
- 1845 - 1850: The first Colorado gold rush begins.
- 1850 - 1875: The first Colorado railroad is built.
- 1875 - 1900: The first Colorado oil fields are discovered.
- 1900 - 1925: The first Colorado automobile factories are opened.
- 1925 - 1950: The first Colorado skyscrapers are built.
- 1950 - 1975: The first Colorado space shuttle is launched.
- 1975 - 2000: The first Colorado internet service providers are opened.
- 2000 - 2025: The first Colorado renewable energy sources are developed.
- 2025 - 2050: The first Colorado nuclear power plants are opened.

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Sugar Beet Industry in Colorado

**Colorado Beet Industry**
- **1870s**
  - Colorado sugar beet industry
  - Sugar beets were grown in Colorado for the first time.

**1900s**
- **1904**
  - Sugar beet factories were built in Grand Junction.

**1960s**
- **1960s**
  - Sugar beet factories were expanded.

**1990s**
- **1996**
  - Sugar beet factories were modernized.

**2000s**
- **2006**
  - Sugar beet factories were automated.

**Timeline**
- **1890s**
  - Sugar beet factories were first built in Colorado.
- **1900s**
  - Sugar beet factories were expanded.
- **1960s**
  - Sugar beet factories were modernized.
- **1990s**
  - Sugar beet factories were automated.

**Words to Know**
- **Sugar & Cattle Food**
  - Sugar beet plants were grown in Colorado for the first time.

**Tools and Transportation**
- **1900s**
  - Sugar beet factories were built in Grand Junction.

**Natural Resources**
- **Colorado**
  - Sugar beet factories were first built in Colorado.

**Western Work**
- **Western Work**
  - Many of the workers were Hispanic.

**Migration Workers - Workers who moved from one region of the country to another**
- **Migration Workers**
  - Many of the workers were Hispanic.

**Words to Know**
- **Sugar Beet Industry**
  - Sugar beet factories were first built in Colorado.

**Timeline**
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Industry NOW

**Millinery & Dressmaking**

**Timeline**

- **1860**: Women start coming to Colorado.
- **1871**: There are 10 shops in Denver. Denver's dressmaking and millinery shops numbered 18.
- **1899**: Shops in Denver. There are 18. Millinery and dressmaking shops had begun.
- **1902**: Shops in Denver. There are 3. Denver's dressmaking and millinery shops numbered 10.
- **1930**: Colorado. Only 3 millinery shops remained in Denver.

**Words to Know**

- **Thimble**  
  - A round metal tip that fits on the finger and protects it from needle pokes.

- **Needle**
  - The most important tool for a hat and dressmaker was a needle.

**What Do You Need To Make Hats & Dresses?**

- **Needles**  
  - Stitches helped identify the social status of the woman wearing it. The more expensive and elaborate the stitches, the more the dress was of the woman's wealth. The more elaborate were often decorative and expressive. These materials were woven with feather, ribbon, and lace. The silk, velvet, linen, and wool.

**Natural Resources**

- **Goods**
  - Hats and dresses in the 1800s were made from many materials.

**Tools and Transportation**

- **Apprenticeship**  
  - In the mid-1800s, women usually learned a trade by practical experience under skilled workers. This was a method of training women to wear long and elaborate dresses. Unlike today, women couldn't walk into a store and buy clothes. Clothes had to be made by hand, and people would own only 2 sets. The fashion of the mid-1800s were made of silk, velvet, linen, and wool.

**Marketing**

- **Mail Order**  
  - Mail order dresses were often delicate and expensive. The fashion of the mid-1800s were made of silk, velvet, linen, and wool.

- **Ready-to-Wear**
  - Ready-to-wear dresses could be purchased at a department store and worn without the need of alterations.

**Historical Context**

- **Early Costumes**
  - The fashion of the mid-1800s were made of silk, velvet, linen, and wool.

- **Fashion Evolution**
  - The most important tool for a hat and dressmaker was a needle.

- **Fashion Standards**
  - The most important tool for a hat and dressmaker was a needle.

- **Fashion Trends**
  - The fashion of the mid-1800s were made of silk, velvet, linen, and wool.

- **Fashion Materials**
  - The fashion of the mid-1800s were made of silk, velvet, linen, and wool.

**Marketing and Sales**

- **Advertisements**
  - The fashion of the mid-1800s were made of silk, velvet, linen, and wool.

- **Retail Stores**
  - Department stores sold dresses and hats, which could be purchased without alterations.

**Education and Training**

- **Apprenticeship Training**
  - Women usually learned a trade by practical experience under skilled workers.

- **Technical Skills**
  - Women needed to learn the skills to make their own dresses. Eventually, only wealthy women could afford to have their dresses made by professionals.

- **Business Skills**
  - Women needed to learn business skills to manage their own dressmaking businesses.
We have also provided an extensive list of further resources to help you.

Economics

We have also provided an extensive list of further resources to help you.

Western Work

Post-visit activities synthesize and expand the students' knowledge of the

History

After We Visit

3rd Grade

precious metals, tools, and other useful items that are valuable.

Precious Metals (Gold, Silver, and Other Valuable Metals)

Minerals that are valuable.

The first mines in Colorado came from silver and lead. Today, the dominant minerals mined in Colorado are still silver and lead, but there are still more than 300 active mines in the state. Value metals like gold, silver, and molybdenum are still mined in Colorado today.

Precious Metals & Coal

The value of coal is in the Rocky Mountains, where coal is mined. The Rocky Mountains were a rich source of minerals and precious metals.

Natural Resources

Gold and silver became important as America became more and more industrialized in the 1800s. Coal became important as America became more and more industrialized in the 1800s.

Banking Industry

The Banking Act of 1863 allows banks to create money to lend to other banks to start a business or buy a home.

Banking

The National Bankruptcy Law of 1864 allows people to file for bankruptcy in the U.S.

Prospector

A person who explores or mines for precious metals (gold, silver, and other valuable metals) and other useful items.

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Dear Teacher,

Before your scheduled visit, here are some things you need to know.

Words to Know

- Insulation: Building material used to prevent things from melting.
- Ice: A large wooden box used for storing perishable food.
- Icehouse: A large wooden box used to store ice.
- Ice Box: Where to store ice.
- Ice: A large wooden box used to store ice.

Before We Visit

There were dealers in two ice houses in Colorado. Colorado itself was free and abundant, it required

Millstones: Large stones used for grinding grains. Flute Mill Industry

The first flour mill comes to Colorado. The Colorado State Flour Millers Association holds an annual flour millers' convention to celebrate the history and traditions of the flour milling industry in Colorado.

A large wooden box used to store ice.

Ice delivery men brought ice to people's homes and businesses. Modern refrigeration has rendered ice delivery obsolete, but it's still a fun activity for children.

Ice was made with sawn oak for insulation.

After We Visit

Western Work

Economics

Geography
Dear Teacher,

This program is geared specifically to Third and Fourth Grade audiences but can be adapted for other grades. Each lesson provides background information that will prepare students for the program. We recommend doing all four activities. Also, if you have a large population, please note that the Museum’s artifact storage space is limited. We encourage students to bring bags or boxes to pack their collection materials in before leaving the Museum. Contact Histories Colorado at 303-894-2210 or email education@historiescolorado.org if you have any questions.

Timeline:
- 1846: The first flour mill comes to Colorado.
- 1880: "Hungarian Flour," Made from rollers instead of millstones.
- 1905: The Colorado Flour Mill in Fort Collins stops producing flour.
- 1948: The Colorado Flour Mill in Fort Collins closes.

Before We Visit:
- Review the Colorado Content Standards Addressed.
- Discuss the program with your class.
- Encourage students to ask questions about the industry.

After We Visit:
- Students become "experts" on one of the following industries: Flour Mills, Mining, Saddlery and Spurs, Ice, Millinery and Dressmaking, and Sugar Beets.
- Students will discover six industries around a large floor map of Colorado, exploring the history and impact of each industry.
- Pre-visit material will prepare students for this journey, while post-visit material will synthesize and expand their knowledge.

Words to Know:
- Millstones
- Large stones used for grinding wheat or other grains.
- Milling tools
- Large stones used for grinding wheat or other grains.
- Irrigation
- Bringing in water to a dry place to help the crops grow.
- Goods
- Flour
- Staples food—main food eaten by population.

Words to Remember:
- The Colorado Flour Mill in Fort Collins was one of the most successful flour mills in Colorado, close to the growing communities that needed it.
- Some flour mills were big, and some were small.
- Small flour mills were built near rivers and streams.
- Workers needed to be skilled in how to operate and maintain the machines, as well as keeping the mill clean as possible.
- In the 1880s, Colorado had a large amount of open land, and farmers needed to grow wheat.
- Flour is made from wheat.
- Wheat is made from grasses.

Flour Mill Industry NOW

What Do You Need to Make Flour?

- As the water passed through the wheel, the gears moved and the water wheel turned near forests and streams.
- Millstones used water power to turn and many flour mills were built near rivers and streams.
- Flour is made from wheat.
- Wheat is made from grasses.
- Farmers need land, water, and seeds to grow wheat.

Tools and Transportation

- Tools: Large stones used for grinding wheat or other grains.

Words to Remember:
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Pre-Visit Activity #1 Worksheet
Culture Facts

Name: ______________________________________________________________

Name of the Industry (Check One):
  o  Flour Mills
  o  Mining
  o  Saddlery and Spurs
  o  Ice
  o  Millinery and Dressmaking
  o  Sugar Beets

Two facts about this Industry:
  1. ___________________________________________________________________
     ___________________________________________________________________
  2. ___________________________________________________________________
     ___________________________________________________________________

Write a short story about the resources needed/used in this industry. What natural resources, tools, and human resources were needed/used.
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Pre-Visit Activity #2 Worksheet
Photograph Find

Name: ________________________________________

Look at the people in the photograph.
1) What is one item of clothing the person or people are wearing?

2) How is this item the same as what people wear today? How is it different?

3) What do you think the people are doing in this photograph?

Look at the objects in the photograph.
1) What object seems interesting to you and why?

2) How do you think the object was used?

3) Who would use it?
Pre-Visit Activity #3 Worksheet
Everyday Artifacts

Name: ________________________________________

1. What is it made of? ________________________________

2. Where did it come from? ____________________________

3. What is it used for? ________________________________

4. Why did you pick this object? ____________________________
   ________________________________________________

5. What do you think this object could tell people in the future about you? ________________
   ________________________________________________
   ________________________________________________

6. Will this object still be used 50 years from now? If not, what will be used instead? ________________
   ________________________________________________
   ________________________________________________

Draw a picture of your object.
Timelines show important events and the year that they happened. Timelines can be used to understand more about history. Below is a timeline of Colorado's industries. Read the facts and answer the questions at the bottom.

1. Tons of people are coming to Colorado to get rich. What year is it? ________________

2. What makes Pueblo a popular place from the 1880s to the 1890s? ________________

3. In the year, ________ sugar beets are made into sugar in a factory.

4. In the 1930s and 1940s saddle making declines because of what? ________________

5. Which year has the most millinery and dressmaking shops in Colorado? ________________

6. In 1911 you can finally store your ice in a mechanical icebox thanks to General Electric. What year are these iceboxes replaced? ________________

7. What year does the sugar beet industry decline in Colorado? ________________

8. Woman no longer need to go to dressmakers because they can order clothing. What year is it? ________________

9. If your fortune is in silver, which year is very bad for you? ________________