

Boom and Bust: Denver's History Artifact Kit

Teacher's Manual

The Colorado Historical Society would like to thank Boeing-Jeppesen for their generous grant to create this artifact kit.



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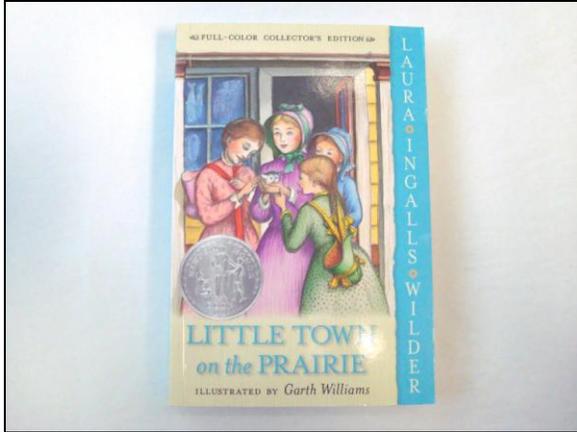
Augusta Tabor
Barney L. Ford
Casmiro Barela
Chin Lin Sou
Elizabeth "Baby Doe" Tabor
Elizabeth Piper Ensley
Ellis Meredith
Emily Griffith
Federico Peña (Mayor)
Florence Rena Sabin
Frances Wisebart Jacobs
Horace Tabor
Justina Ford
Little Raven
Mary Elitch Long
Minnie J. Reynolds Scalabrino
Margaret "Molly" Brown

Reminder: Please remember to return the kit by its due date; others are scheduled to receive it immediately following you.

To return this kit, you may send it via UPS, FedEx, U.S. Mail, or you may bring it back in person. If you are mailing the kit, please remember to insure it for \$500.00. Simply remove the mailing card from the lid, flip it over, and re-tape it to the lid. You are responsible for the return postage.

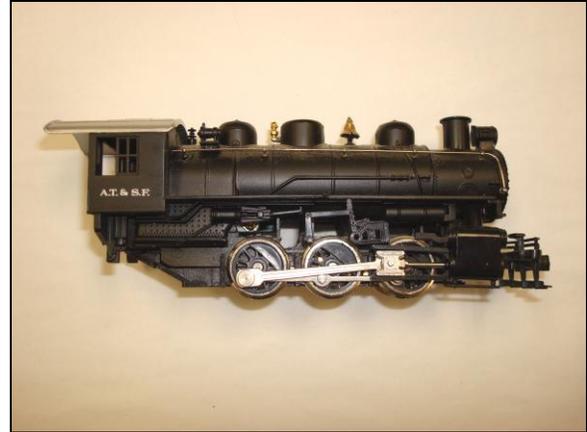
Thank you!

Artifact Pictures and Descriptions



Little Town on the Prairie

Laura Ingalls Wilder began writing the Little House series in 1932. The books follow her life as she and her family moved from Wisconsin to the Great Plains. Little Town on the Prairie is the 7th book in the series.



Model Steam Locomotive

This electric HO model steam engine is similar to the engines that would have been used by the Denver & Rio Grande Railroad. The engines use steam power (instead of diesel like today's engines) to move the engine. Coal was thrown into a burner to heat water to create pressure from steam that would then in turn cause the engine to move.



Lifecycle of a Grasshopper

Denver like Laura Ingalls Wilder's family farm was subject to the whim of nature. Grasshopper plagues in and around early Denver were so bad that townsfolk claimed that the insects ate the laundry left on the line to dry.



Model Train Passenger Car

The model provided is what passenger cars for the Denver & Rio Grande would have looked like. The inside would have contained wooden seats that all faced the same direction.



Ford Model T

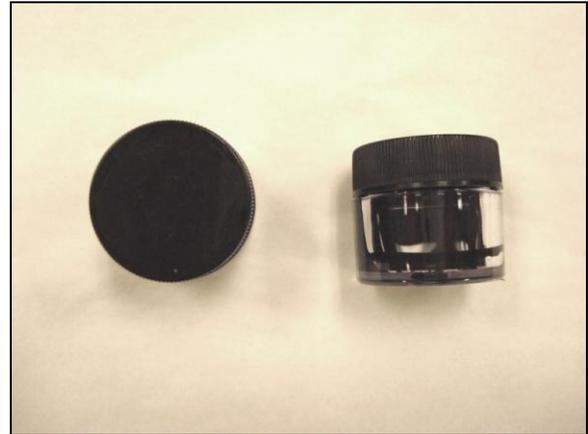
This replica is similar to what a Ford Model T would have looked like. Model T's were also known as Tin Lizzies and Flivvers. They were produced from 1908 to 1927. Henry Ford wrote in his autobiography that "any customer can have a car painted any color he wanted, so long as it was black."



Wooden pen with metal nib

Pens like these replaced quill pens made from feathers. These pens were dipped in an ink well that was filled with ink. Students were discouraged from learning to write with their left hands as it would smear their writing. These pens write best when the metal nib (tip) is dipped in ink until the 'v' is covered, and is NOT pressed firmly on the paper. Often people would blot and/or sand letters after they were finished writing. This

would soak up any excess ink and help it to dry more quickly.



Plastic Inkwells with Ink

These inkwells are a modern version of what would have been used. Because of transportation we used a container with a more secure lid. The ink used in this trunk is washable but it is still messy and you may want to have your students use aprons to protect their clothing.



Stethoscope

This is an old version of an instrument still in use by doctors today. This double tube version was an improvement on previous stethoscopes which were actually a hollow tube of wood with a disk at one end. The end with the disk was placed on the patient's chest while the doctor listened through the other end



Reflex Hammer

The reflex hammer or Taylor hammer was invented in 1888 by John Madison Taylor. This instrument is most commonly used to check for neurological problems by looking at reflex response.



Elastic Bandage

The Elastic or compression bandage is most well known as the ACE bandage. ACE is an acronym for 'All Cotton Elastic'. This type of bandage was invented in 1914, and have remained relatively the same for almost a century.



Doctor's Bag

Before the large hospitals and doctor's offices that we know today, doctors often visited at the patient's own home. Doctor's bags were a handy and practical way for the doctor to bring instruments and medicines with them on their visits

Lesson Plans

Each lesson plan has a short history of Denver that is relevant to that particular lesson.

Little Town on the Prairie

Subject: Literature and timelines

Standards:

History: 1.1, 1.2, 2.1, 3.2, 4.2, 5.4

Reading & Writing: 1, 2, 3, 5, 6

Time Frame:

If reading excerpts: 1 hour

If reading whole book: 2 weeks

Materials:

Copy(s) or excerpts from *Little Town on the Prairie*
by Laura Ingalls Wilder

Pens/pencils

Paper

Computer/internet access (optional)

Relevant Biography(s):

Augusta Tabor

Barney L. Ford

Little Raven

Margaret “Molly” Brown

Artifacts to be used:

Lifespan of a grasshopper



Objectives: Through the use of literature and independent research, students will understand Denver’s early history.

Denver’s History:

Denver, today known as the sprawling and glistening “Queen City of the Plains,” was born as a rough-hewn mining camp in 1858 at the confluence of Cherry Creek and the South Platte River. How did a dusty town like Denver get its start and grow, after the first gold-seekers soon abandoned it in search of greater riches in the streams and stony outcroppings of the Rocky Mountains to the west? The answer was that Denverites learned they could “mine the miners,” by building a town that would provide services, goods, and transportation to the prospectors and their lucrative mining industry. Businessman Henri Murat declared in 1858 that “Gold is found everywhere . . . [but] you can make your fortune as a shoe-maker.”

The town’s strategic location at the edges of mountains to the west and wide open prairies to the east attracted a gold-rush of townspeople and entrepreneurs from all over the world, and from all walks of life: storekeepers, bankers, saloon-keepers, newspapermen, waitresses, cattle ranchers, and farmers settled in town or nearby to seek their own fortunes in Colorado’s new “Little Town on the Prairie.” While most early Denverites were men, a few hardy families planted their roots here as well. The Countess Katrina Murat ran the El Dorado Hotel and took in laundry on the banks of Cherry Creek. William Byers founded the *Rocky Mountain News*, the town’s first newspaper, while his wife Elizabeth did her best to help the poor and homeless folks she saw all around her. Town officials recorded the births of William McGaa and John Denver Stout in 1859, declaring them to be the first white American children born in Denver.

In early Denver, both the beauties and hazards of nature were near at hand. For more than 10,000 years, Native Americans had camped in the nearby valleys along the Front Range, following the South Platte River to fertile fields and hunting grounds. Scenes of dazzling snow-capped Rockies, herds of pronghorn, and glorious fields of wildflowers in the tall grass found their way into the diaries and letters of early white settlers. Hardships and natural disasters like snowstorms and prairie fires regularly challenged the grit and patience of the town-builders. There were grasshopper plagues that were so bad that settlers claimed that the swarms of insects ate the laundry left to dry on the clotheslines. The next year brought the “mighty roar” of the devastating waters that swept through town in the Cherry Creek flood. The Creek’s normal trickle welled up into a wall of water, making a muddy lake out of Denver’s first neighborhoods.

These challenges were enough to embitter the most optimistic town builders. But they didn’t give up. They were convinced that the little town of Denver had all the ingredients to become a great city some day.

Procedure:

1. Read aloud or have students read *Little Town on the Prairie*. Have students take notes on Laura Ingalls Wilder’s descriptions of the environment (the weather, seasons, wildlife, etc).
2. When the reading is finished, show students the provided pictures and paintings of early Denver.
 - a. Have the students discuss the similarities between Denver and De Smet, South Dakota. De Smet is the town that Laura lives in, in *Little Town on the Prairie*. Does the descriptions Laura provides sound like the pictures of early Denver?
3. Next discuss the role that the environment has had in Denver’s history.
 - a. Be sure to discuss the flood of 1864, and the grasshopper plague of 1865.
4. Ask students to talk about the similarities between Laura’s experiences in De Smet and the residents of early Denver. What are they? Are there differences? What are they?
5. After the discussion have students write descriptive stories of their own weather or wildlife experience.
 - a. For example, students can describe a blizzard, a terrible rainstorm, a hot summer day, or an encounter with wildlife.
 - b. Much like Laura had to “paint pictures with words for Mary”, ask your students to be as descriptive as possible when creating their story.
6. Finally, have the students read their stories to the class. Once they are finished make copies of the stories and compile them to create “A Little Classroom on the Prairie” book to give to all of the students.

Can You Hear Me Now?

Subject: Comparison of modes of communication in the past and present.

Standards:

History: 1.1, 2.3, 3.1, 4.1, 4.2, 5.4

Reading & Writing: 1, 2, 3, 4, 5, 6

Time Frame:

45 minutes to 1 hour

Materials:

Pencils/pens

Paper

Artifacts to be Used:

Wooden pens with metal nibs (tips)

Washable ink

Stationary paper

Relevant Biography(s):

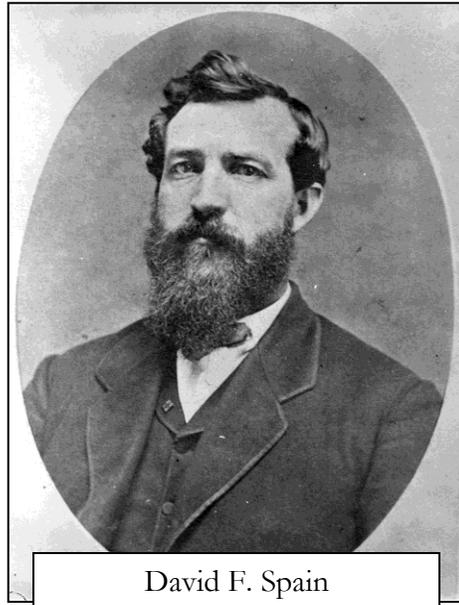
Ellis Meredith

Minnie J. Reynolds Scalabrino

William Byers

Objectives:

Through the use of past forms of technology, (Morse code and ink pens) students will learn about the technology of communication throughout Denver's history.



David F. Spain

Denver's History:

"Dear Ella . . . We heard all kinds of reports before we got here that hundreds were starving, the town deserted, etc., and you will no doubt hear the same reports exaggerated but it's all false."

-- Letter from David F. Spain, from a camp one-half mile west of Denver City, April 30, 1859

As remote western mining camps like Denver grew and multiplied, early townspeople yearned for reliable communications to the outside world. In 1859, Denver's first stagecoach connection, the Leavenworth and Pike's Peak Express, brought welcome news from home to letter-hungry crowds. The mailbag delivery became a high point in the daily life of early Denverites, although the stage company charged an exorbitant 25 cents per letter plus U. S. postage. William Byers' *Rocky Mountain News* brought daily news of the outside world to Denver's growing readership beginning in 1859. Boosters like Byers used newspapers, guide-books, and pamphlets to spread the word about Denver's riches and rewards to attract more settlers and investors. Outsiders like newspaper reporters like Horace Greeley of the *New York Tribune* traveled to Denver to regularly to report on the trials, tribulations, and whereabouts of the trekkers who had joined the Pikes Peak gold rush and stayed to build a town.

Denver's first railroad lines, the Kansas Pacific and Denver Pacific in 1870, brought a regular stream of mail and goods from coast to coast, and linked Denver to the now-completed Transcontinental Railroad. Thus, Denverites could now tap into the country's first high-speed communications network, Western Union's nationwide telegraph system. Messages could be transmitted almost instantly by wire, using a binary electronic code of dots and dashes called Morse Code. Inventor Samuel Morse's early code system produced a

paper copy with raised dots and dashes, which were translated later by an operator. Speed improved when operators began sending messages by a telegraph key and receiving by ear. A trained Morse operator could transmit 40 to 50 words per minute.

Horace Tabor's elegant office building down town housed Denver's first telephone switchboard in 1879. The *Rocky Mountain News* called the new device, "a galvanic muttering machine." Soon, two competing telephone companies boasted more than 200 subscribers. Denver's sense of security improved when telephone boxes were installed on public streets in the 1880s for citizens to report crimes and fires.

World War I brought radio technology to Denver in 1919, and soon advertisements for wireless receivers appeared in the local newspapers. The city's first radio station was KLZ, founded in 1922 by William Reynolds, which still broadcasts to a large listenership today. Television came to Denver, as it did in the rest of the country, in the late 1940s and early 1950s.

Procedure:

1. Divide the class into two groups. The groups will be doing two activities, the groups will switch so that all students will get a chance to do each activity.
2. Have students in one group pair up. Give each student a copy of the Morse Code key. The students will pretend they are trying to quickly get a message to their partner who is in a different time. Using the code for the letter students will write a sentence or two informing their partner of the urgent matter they have come up with. Be sure to have the student draw a vertical line or leave a large space between letters
3. Once the students are done creating their message, have the pair switch "telegrams" and translate the message given to them. When these students are finished you may either have the groups switch activities or have them continue writing and de-coding messages until the other group is ready.
4. The second group will write a letter using the metal and wood pens and ink provided in the kit. Students will pretend they are in early Denver and will write a letter to a relative back east telling that relative what life is like in Denver.
NOTE: the ink provided is washable but you may want the students to wear protective aprons over their clothes.
5. Once students have completed both activities bring the class together as a whole and discuss what communication has been like in Denver's past. On the following page a timeline of communication options in Denver has been included to help you with this discussion.

1860s - Personal Communication:
Handwritten letters
Pony Express (only ran for 19 months)

Mass Communication:
Newspapers

1870s - Personal Communication:
Handwritten letters
Telegraph/telegrams

Mass Communication:
Newspaper

1880s - Personal Communication:
Handwritten letters
Telegraph/telegrams
Telephones

Mass Communication:
Newspaper
Magazines

1890s - Personal Communication:
Handwritten letters
Telegraph/telegrams
Telephones

Mass Communication:
Newspapers
Magazines

1900s - Personal Communication:
Handwritten & typed letters
Telegraph/telegrams
Telephones

Mass Communication:
Newspapers

1910s - Personal Communication:
Handwritten & typed letters
Telegraph/telegrams
Telephones

Mass Communication:
Newspapers

1920s - Personal Communication:
Handwritten & typed letters
Telegraph/telegrams
Telephones

Mass Communication:
Newspapers
Magazines
Radio

1930s - Personal Communication:
Handwritten & typed letters
Telegraph/telegrams
Telephones

Mass Communication:
Newspapers
Magazines
Radio
News reels (short news films shown at the beginning of movies)

1940s - Personal Communication:
Handwritten & typed letters
Telegraph/telegrams
Telephones

Mass Communication:
Newspapers
Magazines
Radio
News reels

1950s - Personal Communication:
Handwritten & typed letters
Telegraph/telegram
Telephones

Mass Communication:
Newspapers
Magazines
Radio
News reels
Television

1960s – Personal Communication:
Handwritten & typed letters
Telegraph/telegram
Telephones

Mass Communication:
Newspapers
Magazines
Radio
Television

1970s – Personal Communication:
Handwritten & typed letters
Telegraph/telegram
Telephones

Mass Communication:
Newspapers
Magazines
Radio
Television

1980s – Personal Communication:
Handwritten & typed letters
Telephones

Mass Communication:
Newspapers
Magazines
Radio
Television

1990s – Personal Communication:
Handwritten, typed, & word
processed letters
Telephones
Cell phones
E-mail

Mass Communication:
Newspapers
Magazines
Radio
Television
Internet

2000s – Personal Communication:
Handwritten, typed, & word
processed letters
Telephones
Cell phones
E-mail
Text messages
Picture messages
Internet applications:
 Facebook
 Twitter
 MySpace
 Instant messages

Mass Communication:
Newspapers
Magazines
Radio
Television
Internet

International Morse Code

A	● —	U	● ● —
B	— ● ● ●	V	● ● ● —
C	— ● — ●	W	● — —
D	— ● ●	X	— ● ● —
E	●	Y	— ● — —
F	● ● — ●	Z	— — ● ●
G	— — ●		
H	● ● ● ●		
I	● ●		
J	● — — —		
K	— ● —		
L	● — ● ●		
M	— —		
N	— ●		
O	— — —		
P	● — — ●		
Q	— — ● —		
R	● — ●		
S	● ● ●		
T	—		
		1	● — — —
		2	● ● — —
		3	● ● ● —
		4	● ● ● ● —
		5	● ● ● ● ●
		6	— ● ● ● ●
		7	— — ● ● ●
		8	— — — ● ●
		9	— — — — ●
		0	— — — — —

if daddy could sell out
& come here it it would
be a good thing for him
but he must use his own
judgement about it it is
a long road to travel but
it is over the prettiest country
in the world & the healthys
I would like to see him out here
you do all you can to get
ready anyhow & ~~be~~ a woman
can make as much as a man
here well my sheet of paper
is about full & I will close
by saying that I have not
slept on a bed ~~but~~ one
night since I left Abinneso^{ta}
which is eight months
I write soon as you get
this Tell Jacob to
write too & tell your
father to write to me once
more Lewis I know nothing
where he is
J. C. Sinder ##

Denver City Dec 12th 1860

Dear Jane

I once more
sit down or rather
lay down to write
you a few lines to
let you know that I
am well at this time &
hope these few lines may
find you all well in body
& mine I am now in Denver
city & four of us has rented a
room at five dollars per month
& we are going to make shingles
they are worth four dollars
a thousand & in the spring they
will be higher in the spring
Denver is larger than Marion
& only eighteen months old
& every prospect of it being
as large again by this time
next year & splendad houses
too

Picture This

Subject: Comparison of cultures

Standards:

History: 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 5.4, 6.1, 6.2, 6.3

Reading & Writing: 1, 2, 3, 4, 5, 6

Time Frame:

1 – 2 hours

Materials:

Large brown paper bags, enough for the every student to have one

Notebook paper

Pens or pencils

Markers, crayons, or colored pencils

Scissors

Glue or stapler

Relevant Biographies:

Little Raven

Objectives:

Students will compare Plains Indian and settler culture by looking at the different and yet similar methods of recording history.

Denver's History:

Two hundred years ago, the plains of Colorado and neighboring states were rugged and untamed. This arid, treeless landscape is where the Plains Indians made their home. The term "Plains Indians" describes a variety of tribes who lived in what is now Kansas, Nebraska, the Dakotas, and eastern Colorado and Wyoming. These tribes included the Pawnee, the Lakota, the Cheyenne, the Kiowa, and the Arapaho. For hundreds of years, these tribes, mostly nomadic, roamed with the buffalo, hunting and gathering to live.

The bison was a sacred animal to these tribes; they depended on it for food and shelter, materials, and tools. The bison hunt was a ritual for the entire tribe, and everyone played a part. The men were hunters, working together in a group to ensure that the hunt was successful so the tribe would not go hungry. During the hunt, the men spoke to each other using signs, so the bison would not hear them approaching. They all worked together to have a successful kill.

The Plains Indians moved around frequently because they had to follow the bison. They carried all of their belongings with them wherever they went. Their homes, called tipis, were large pieces of buffalo hide supported by poles. Tipis were very efficient structures, requiring team work to quickly put them up and take them down. The women were in charge of setting up the tipis at each new camp, and were responsible for taking them down when it was time to move again. The portable yet sturdy design made them perfect for the Plains Indians lifestyle.

Many tribes of the plains were often following the same herds of bison. Sometimes, these tribes fought among themselves as they staked out territory and used natural resources for their survival.

In the 1800s the United States government wanted to settle the western part of the country. In 1862, the Homestead Act promised acreage to pioneers who moved West and began farming the land. People began moving into these areas, to settle what they referred to as the "Great American Desert". Many left loved ones and lives behind and took only a few precious belongings with them on covered wagons across the prairie. They would travel in

groups called wagon trains, depending on each other when times were difficult. These covered wagons, pulled by oxen, were cramped, sometimes hot and dusty, sometimes wet and cold. Often the pioneers walked next to the wagons to lighten their load on the animals. In addition to missing their loved ones back home, they had to deal with a journey filled with dangers, like bad weather, dangerous river crossings, food shortages, and disease.

These rugged individuals left the comforts of the East behind to create farms where there were few trees and little water. When they finally arrived on the plains, often after a journey of months, or as long as a year, they had to start out with whatever provisions they had brought with them. They learned to farm on the flat, dry land of the plains. They raised food not only for themselves but for their animals too, and learned to prepare for the long, hard winters by preserving it. In addition, they had to find a way to coexist on the prairie with the Plains tribes.

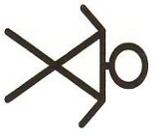
At first the Plains Indians did not mind sharing their land with the white people. They began to trade with the early settlers, who in turn learned from the Indians too. But when more and more settlers moved onto the Great Plains, the natural resources that supported the Plains Indians way of life began to dwindle. The Indians felt that the land belonged to everyone, and they did not really share the concept of private ownership. The settlers had the opposite point of view. These tremendous cultural differences caused increasing conflicts between the groups. The Army tried to intervene, and sometimes there were battles. The bison were hunted to near extinction, and the Plains Indians were pushed farther and farther, off their land, eventually living in areas defined by the Government as reservations, and forced to abandon their nomadic lifestyle.

Procedure:

Plains Indians sometimes wrote their history with pictures called pictographs. The stories were often painted on dried bison or elk hides, starting in the center, and circling around and around. The spiral continued until the story's end on the outside edge of the hide.

1. Discuss with the students the way in which Plains Indians tribe created a written history of their tribe.
2. Next, discuss how settlers kept a written history of their family. (i.e.: a journal or diary)
3. Explain to students that they are going to create two written versions of the same story.
4. Have the students create a story using the pictograph images provided on the following page.
 - a. Give each student a paper bag. Have them cut the bag open so that it lays flat. Have them cut the bag to resemble a bison hide or wavy on the edges so that it is not square.
 - b. Next let them create their stories on the paper bag. Be sure they use the pictographs, and the images spiral from the center to the outside.
5. Once they are done creating their Plains Indians version, have the students write out the same story, using the format of a diary or journal.
 - a. When they have finished writing their story, have them glue the story to the back side of their "bison hide".
6. Finally, discuss with the students the similarities and differences in the methods used by the Plains Indians and the settlers.

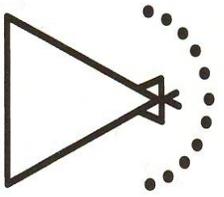
PLAINS INDIANS



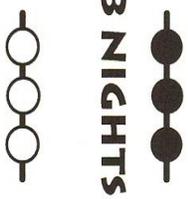
MAN



WOMAN



VILLAGE



3 NIGHTS



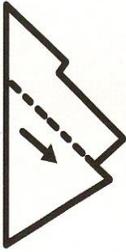
3 DAYS



SICK



PEACE



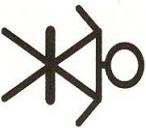
CLIMB A MOUNTAIN



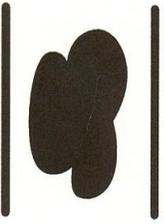
WATER



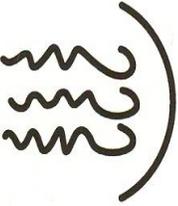
INDIAN HORSE



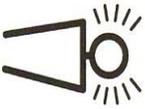
HUNGRY



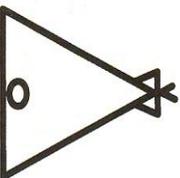
STORM



RAIN



WISE



TIPI



REST

PICTOGRAPHIS

Can You Spare Some Change?

Subject: Inflation and Economics

Standards:

Economics: 1.1, 1.2, 1.3, 2.2, 3.1, 3.2

History: 2.1, 2.2, 2.3, 4.2, 4.3, 5.4

Reading & Writing: 1, 2, 4, 5

Time Frame:

1 to 1 and ½ hours

Materials:

See Artifacts to be used

Artifacts to be Used:

Vintage purses (4)

Vintage wallets (4)

Replica currency (in purses & wallets)

Copies of ads from the Rocky Mountain News

Relevant Biography(s):

Augusta Tabor

Baby Doe Tabor

Barney Ford

Horace Tabor

John Evans

Madame C. J. Walker

Objectives:

Students will learn about inflation through activities using historically accurate money from several different time periods.

Denver's History:

Since its founding as a gold-camp turned mining service center, Denver has attracted people who wanted to “get rich quick.” The city has always epitomized the boom and bust of western mining economies, in which dramatically fluctuating values of precious metals and other extractive resources cause rapid economic growth, followed by equally rapid decline and devastating depressions.

Familiar Denver founders also founded the city's first banks and investment firms: David Moffat, Walter Scott Cheesman, and John Evans. Their investments paid off for themselves and their descendants. Less fortunate were the city's early laborers and domestic servants, who built, maintained, and cleaned the city for wages that barely paid the rent and groceries. Many workers were immigrants from Europe and Asia, and lived in shanties along the South Platte River in a neighborhood called “the Bottoms.”

Denver's first major depression came in 1892-3, when the federal government repealed the Sherman Silver Purchase Act and placed the nation's currency exclusively on the gold standard. The resulting “Panic of 1893” was devastating to Denver and Colorado, because the local mining economy had depended upon the sale of its profitable and plentiful silver ore to the government. When the price of silver dropped dramatically, thousands of miners and smelter workers were out of work. They drifted into Denver, and lived in tent-camps along the South Platte River, where there were neither jobs nor prospects. Only the

voluntary efforts of the city's churches, charities, and women's clubs saved many Denverites from starvation.

Prosperity soon returned to Denver in the late 1890s and early 1900s, culminating in the booming war economy of World War I. After decades of good years, the Great Depression of the 1930s hit Denverites hard once again. Thousands were out of work, lining up at Denver churches in soup lines. Farmers also faced hardship on the eastern plains, where drought and the environmental disaster known as the "Dust Bowl" blew thousands of tons of topsoil into the air and ruined crops.

World War II brought thousands of jobs once again to Denver's men and women, including more than 20,000 jobs at the Remington Arms Plant in the Denver suburb of Lakewood, where they made ammunition for the army. After the war, the arms factory was transformed into "Little Washington," the Denver Federal Center. Until recent decades, no other city outside Washington, D. C. employed more government workers than Denver.

Over the course of the decades, the value and appearance of money in Denver changed dramatically. The earliest Denverites carried gold nuggets or gold certificates to exchange for goods and services. During the Pikes Peak Gold Rush, the Clark, Gruber & Company coined gold pieces out of dust from the gold fields and minted gold bars and ingots. The U. S. Treasury took over in 1863, establishing the forerunner of the Denver Mint. As the city grew, banks were established where currency and coins became readily available. The Denver branch of the U. S. Mint was built at Colfax and Cherokee Streets, and produced its first silver coins in 1906. All coins produced in Denver bear a "D" mark, and the Denver Mint is the largest producer of coins in the world.

Procedure:

1. Introduce the topic of money and shopping by holding up a dollar and asking students to name what they could buy with it today, list those items on the board.
2. Have the students look at the Sears catalog and sample advertisements from various time periods – repeat the exercise above for each of the time periods included in the ads
3. Students will be grouped into 8 teams. Each team will receive one wallet or one purse from a specific time period to inspect. Inside each wallet/purse is currency from the time period, as well as other items like grocery bills, small advertisements, etc. Each team will also receive and read out loud a short story about a kid that needs to purchase items for an upcoming event (a birthday party, going on a trip to Grandma's, etc.) Teams will count the money they have, identify the time period, look at the ads and determine what they want to buy with their money, according to the story. Teams must reach consensus and make a list of items and cost, then add the total to make sure there is enough \$.
4. Each team will share their story with the class, what they were able to buy, and why they chose those items.
5. Class discussion comparing how much money each team had, and were able to buy, relating it to differences for each time period.
6. Based on knowledge gained so far, students will now play "The Price is Right":
 - a. Divide into four teams
 - b. Team #1 and #2 each get a bell and line up facing each other.

- c. Team #3 will get a buzzer, and will choose a card with an item that the teams must guess the price. The card will have a picture of the item, and the decade it is from. Hidden on the back is the price.
 - d. Team #4 is the audience
 - e. Bidding begins when Team #3 shows the card they have chosen. Team #1 and Team #2 consult with teammates and ring the bell when they want to guess the price. Someone from team #3 writes the bid on the board. Bidding continues until one team bids too much, and someone from Team #3 rings the buzzer. The winning team gets the card.
 - f. Repeat three rounds, rotating teams so each student gets to play a different part.
7. Review what the class has learned about the value of money during different time periods, and let students ask questions.

Let the Women Vote!

Subject: Women's Suffrage in Colorado

Standards:

History: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.2, 5.1, 5.2, 5.3

Reading & Writing: 1, 2, 3, 4, 5, 6

Time Frame:

1 and ½ hours

Materials:

DVD of 10 minute PowerPoint slide show with narration and images from the 1893 suffrage campaign in Denver.

Construction paper

Markers or crayons

Notebook paper

Pencils or pens

Artifacts to be Used:

Suffrage sash (purple, gold & white)

Suffrage banner (Let The Women Vote!)

Fold up cardboard Ballot box

“Polling Place” sign.

“Voting Booth” sign

Images to be Used:

Packet labeled Let the Women Vote!

Documents to be Used:

Replica of an issue of *The Queen Bee* (Denver women's newspaper edited by Caroline Churchill) with the headline “Western Women Wild with Joy over the Victory in Colorado.”

Replica of the issue of the *Rocky Mountain News* announcing the suffrage victory.

Replicas of suffrage (and anti-suffrage) leaflets printed in Denver in 1893.

Replica ballot with women listed as candidates (after 1893).

Replica ballot from 1893 referendum (to reproduce for casting votes in mock election activity);

Relevant Biographies:

Ellis Meredith

Minnie Reynolds

Caroline Churchill

Diana DeGette

Margaret (“Molly”) Brown

Wilma Webb

Pat Schroeder

Elizabeth Ensley

Objectives:

Students will learn how women won the right to vote in Denver and Colorado in 1893 – then the largest city in the world where women could vote until 1910. Students will conduct a mock campaign and election to re-enact the 1893 suffrage referendum, in which they will design a campaign poster or editorial cartoon, give a short speech (for or against), and cast their secret ballot in a special ballot box.

Denver's History:

Colorado and Denver women won the battle for the ballot in the midst of the Panic of 1893. Suffragists built the Colorado Non-Partisan Equal Suffrage Association, a

statewide network with headquarters at Horace Tabor's office block in Denver. A powerful coalition of women's organizations, churches, political parties, charity groups, unions and farmer's alliances garnered grassroots support for their cause. The rallying cry of "Let the women vote! They can't do any worse than the men have!" was heard from Denver to Durango by disgruntled unemployed male voters: miners, farmers, ranchers, factory workers and businessmen. With broad support, the women's suffrage referendum passed by an overwhelming majority on November 7, 1893.

Equal suffrage in Denver did not just "happen." It required decades of work by patient, persistent women. Women's organizations like the Women's Christian Temperance Union, women's garden and literary clubs, and church groups worked to win the vote after Colorado statehood in 1876. Female journalists in Denver, including the editor of the *The Queen Bee*, Caroline Nichols Churchill and *Rocky Mountain News* reporter Ellis Meredith kept the movement alive. Activist Elizabeth Ensley rallied African American support in Denver, while Grange women organized farmers on the eastern plains. They all argued that mainstream politicians were ignoring the needs of women and children. If women could vote, they would elect leaders who would build schools, clean up squalid housing conditions, put an end to unhealthy working conditions, and clean up Denver streets and politics.

By 1893, suffragists had built a formidable network of support for women's right to vote. Door-to-door campaigning, leafleting, speaking tours and letter-writing campaigns coincided with women's relief efforts to help the thousands of unemployed and homeless workers in tent camps on the Platte River in Denver and mining towns across the state. The only visible opposition was the brewery industry, which launched a last-minute campaign to frighten saloon patrons. In the end, Colorado's male voters approved women's right to vote by a 2/3 majority by popular referendum in November, 1893.

The Queen Bee broadcast the news all over the West: "Western Women Wild with Joy over the Victory of Suffrage in Colorado." In their first election the next year, Colorado voters elected the first three female state legislators in U.S. history – two from Denver. And, Denverite Angenette Peavey became the first woman to hold statewide office, the State Superintendent of Public Instruction. Denver boasted that between 1893 and 1910, their city was the largest city in the world where women could vote.

Procedure:

You and your students will conduct a mock suffrage campaign and election.

1. **SLIDE SHOW:** Watch the slide show and inspect the documents and images provided. Ask the students to put themselves back to the year 1893, and imagine how men and women felt about the proposed new experiment of women voting equally with men in all city, state, and national elections. Why was voting so important? Why did women want to vote? Why would some men (or even some women) oppose women's equal voting rights? (15-20 minutes)
2. **CAMPAIGN SIGN:** Using construction paper and colored markers or crayons, create a campaign sign or editorial cartoon supporting (or opposing) women's suffrage (1/2 hour)
3. **DEBATE:** Conduct a mock campaign debate. Each student will write down three reasons why women should (or should not) have the right to vote. They each take turns announcing their position, and stating the three reasons in a campaign speech [if no students choose the opposition side, a few of them should be assigned].

Students in the audience will wave their signs and cheer when they support the speaker. (1/2 hour)

4. ELECTION: Conduct a mock election. Set up a mock “polling place” (sign provided) at the front of the room. It should include a private area for a “voting booth” (sign provided) and a ballot box (provided). Students will each get a ballot (sample provided). They will get in line at the polling place near the front of the room, then take turns filling out their ballot in the voting booth. Students will cast their ballot in the ballot box at the polling place. Election officials (assign a group of four students) count the ballots and announce the result. (1/2 hour).
5. OUTCOME: Discuss the outcome and review what students learned about elections and voting (10 minutes).

Ride the Rails

Subject: Transportation in Colorado.

Standards:

History: 1.1, 1.2, 2.1, 2.3, 3.1, 4.1, 4.2, 5.1, 5.4

Geography: 1.3, 2.3, 4.3, 4.4, 5.1, 6.1, 6.2

Reading & Writing: 1, 2, 3, 4, 5, 6

Time Frame:

1-2 hours

Materials:

Paper

Markers, crayons, or colored pencils

Artifacts to be Used:

Miniature of a steam engine

Miniature of a coal car

Miniature of passenger train car

Toy car

Relevant Biographies:

Objectives:

Students will learn about the changes in transportation throughout Denver's history.

Denver's History:

Denver grew steadily after the Gold Rush. By the end of the Civil War, the town's leaders knew that this landlocked city could not expand and prosper without railroads to bring people and things in, and send gold ore out for processing. They set out to build a "spider web of steel" that would link the Queen City of the Plains to the Union Pacific's transcontinental railroad system. Denver historians Steve Leonard and Tom Noel argue that, "More than any other factor, this spider web of steel explains Denver's nineteenth century transformation from a mining camp to a regional metropolis."

John Evans, the 2nd territorial governor of Colorado, and William Byers, the ambitious editor of the *Rocky Mountain News*, spearheaded the political and financial effort to build the Denver Pacific rail line in 1870. This short spur from Denver to Cheyenne (where the UP line crossed the country) finally brought the iron horse to Denver. The Kansas Pacific followed soon after, connecting Denverites to Kansas City and St. Louis via tracks across the eastern plains. Next, dozens of railroad lines snaked into the mining camps in the mountains, including the Colorado Central to Golden and Central City, and the Denver, South Park, and Pacific, which winded its way to the bustling mining center of Leadville. Hundreds of railroad workers streamed into Denver and the Colorado mountains from around the world to do the dangerous work of blasting rock and laying track.

The Denver & Rio Grande Railway (D&RG) was the most important railroad in Denver's early development as a regional mining center, and brightly painted steam engines with the brand "D&RG" soon symbolized the city's hopes and dreams. Built in the 1870s by railroad contractor William Jackson Palmer, the D&RG linked Denver to a new north/south route along the Front Range, and soon branched into profitable gold fields to the southwest as far away as Leadville, the San Juans, and Durango.

Railroads prospered in Denver, paralleling the fortunes of the mining industry. By the mid-1880s, one hundred trains a week ran through Denver, whistling and chugging their way through Union Station, built in 1881. By the early 20th century, railroads had spurred new ventures in passenger travel and tourism. The D&RG hired famed photographer

William Henry Jackson to shoot magnificent scenery for travel brochures. Tourists arrived in luxurious Pullman passenger cars that provided sleeping quarters and gourmet dining during the long journey from New York, Chicago, or San Francisco.

Streetcars and automobiles helped Denverites spread out into their growing metropolis of neighborhoods and suburbs. Denver's first street railway system was the Denver Horse Railroad Company, built in 1871 using horse-drawn cars to transport people through downtown streets. Other lines soon linked Denver's numerous streetcar suburbs, including Curtis Park, Capitol Hill, Highlands, and South Broadway. The profitable descendant of this early public transportation system was the Denver Tramway Company, founded by John Evans and William Byers in 1886, which utilized electrified cable to run the cars instead of horses. New neighborhoods sprung up, and Denverites spread out to enjoy cleaner air and safer streets.

Automobiles eventually replaced Denver's streetcar system, which had grown to one of the largest in the nation. Electric cars hit the streets in the 1890s, later replaced by Henry Ford's model "T"s in 1913, when a Ford assembly plant opened on South Broadway. Denver roadsters and bicyclists led campaigns to build better roads, and soon the flat city was sprawling ever farther into the mountains and plains. The beautifully illuminated iron "Welcome" arch in front of Union Station, built in 1908 for the National Democratic Convention by Mayor Robert Speer, was scrapped in the 1930s to make room for automobiles.

By World War II, the streetcar system had been dismantled, replaced by diesel busses and mostly automobiles. Today, thousands of cars on the freeways compete with light rail lines to transport commuting Denverites to their destinations.

Procedure:

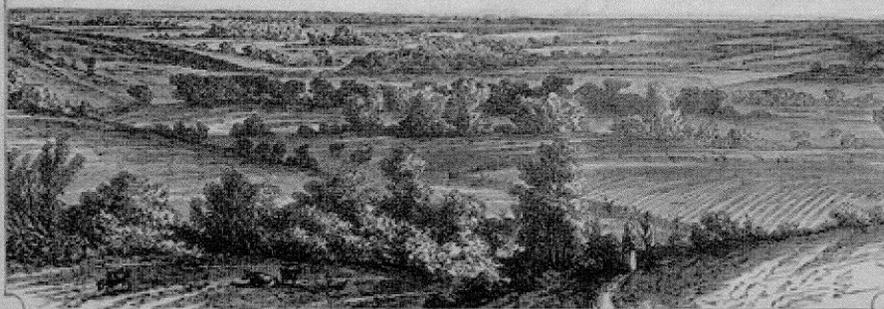
1. Build Background
 - a. Discuss types of transportation and how they have changed over time.
2. Analysis of Denver and Transportation – as a class or in groups.
 - a. Compare and Contrast - Discuss differences and similarities between different modes of transportation – covered wagon, train, bicycle, automobile and plane.
 - i. Travel time – How long would this trip take?
 - ii. What you could bring with you?
 - iii. Who was likely to be traveling by this mode?
 - iv. When did this mode of transportation start and possibly end?
 - b. The Transcontinental Railroad was built through Cheyenne, Wyoming instead of Denver. What impact did this have on Denver? Why did the founders of Denver raise money to build their own spur line to connect the city to Cheyenne?
 - c. Discuss with your students how each form of transportation changed Denver
 - i. **Covered wagons** – stables for horse and ox, blacksmiths to repair wagons and wheels from the long trip (possibly several months) over uneven ground.
 - ii. **Train** – different ethnic groups moving in to lay the railroad tracks. Now much faster to move about (but only where there are tracks) and to get supplies from other areas of the country.

- iii. **Bicycle** – people now have a little bit more free time. There is a rise in recreational activities with bicycle clubs and races and other recreational activities such as picnics and sports like baseball, football, and tennis. Women’s clothes also begin to greatly change to adapt to the active lifestyle.
 - iv. **Automobile** - creation vast roadways begins. Denver continues to grow and spreads out. Denver is different from many East coast cities where things are more compact because much of those cities were created before faster transportation was available. New industries such as car factories, car lots, repair shops and gas stations appear. Because cars are mass produced, the middle class begins to purchase vehicles as they become cheaper. People become more independent and are able to travel when and where they want. Tourism rises dramatically as people outside of Colorado begin visiting the state in order to go camping, fishing, hunting, and other recreational sports.
 - v. **Plane** - traveling has never been faster. Travel over vast areas is now possible. Information and people can now move quickly over large distances, although this form is not practical for moving many supplies because of cost. One can now see large and small airports around the world which allows for even more people to travel for work, family, and recreation.
3. Create broadsides (see example on the next page)
- a. Have students create a broadside (a poster) advertising all the good things about Denver.
 - i. Poster will emphasize different things based off the time period and corresponding transportation chosen by the student.
 - ii. Early time period poster will need to convince people to come to Denver area to live.
 - iii. Later time period, broadside will focus on either encouraging people to come to Denver to live or for tourism.

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Won't You Be My Neighbor?

Subject: Architecture and map reading

Standards:

History: 1.2, 2.1, 2.2, 2.3, 3.1, 4.1, 4.2, 4.3, 6.2, 6.3

Geography: 1.1, 1.2, 1.3, 2.3, 4.2, 4.4, 5.1, 6.1, 6.2

Reading & Writing: 1, 2, 3, 4, 5

Time Frame:

1 to 3 hours

Materials:

Historic map of central Denver (provided)

Current street map of Denver (provided)

Reference card of typical architectural elements (provided)

Scavenger Hunt Discovery List (provided)

Colored geometric shapes and decorative designs for door design (provided)

DVD - 10 minute PowerPoint slide show with narration and images of historic buildings in Denver

Denver Story Trek materials (provided)

Optional - Digital or disposable camera for recording findings of scavenger hunt

Artifacts to be Used:

Vintage door knob

Vintage faucet handle

Vintage architectural material samples:

Marble

Oak wood flooring

Staircase spindle

Fireplace tile

Images to be Used:

Won't You Be My Neighbor packet

Relevant Biographies:

Dr. Justina Ford

Margaret ("Molly") Brown

Mayor Robert Speer

Robert Roeschlaub

Objectives:

Students will learn to identify basic architectural and decorative elements of historic structures

Students will learn to read a map, identifying familiar streets and neighborhoods

Students will explore the process of basic architectural design

Denver's History:

Since its founding in 1858, Denver has been a city where the new quickly replaced the old. Over the decades, the city's original neighborhoods and architecture rarely survived as the population grew. Grander skyscrapers and apartment high-rises replaced elegant mansions and more modest structures of the past. Today, Denverites have a new attitude – they want to save the city's history instead of tearing it down.

Denver's movement for historic preservation did not get off the ground until the 1970s, when concerned citizens formed Historic Denver, Inc., purchased the former home of Margaret "Molly" Brown in Denver's Capitol Hill neighborhood. Today, the Molly Brown House is one of Denver's most popular tourist destinations.

Larimer Square, a charming enclave of historic buildings near the site where Denver began, was saved by Denver developer Dana Crawford in 1963. “I first went down to Larimer Street looking for antiques,” Crawford recalled. “I couldn’t help but notice that some of the buildings themselves were fine antiques.” The Denver Landmark Preservation Commission was formed in 1967, to hold hearings before a landmark could be torn down. Despite these efforts, the Denver Urban Renewal Authority and other developers laid waste to many historic buildings and neighborhoods during the 1980s, including the elegant Tabor Opera House and the entire Auraria neighborhood where Denver began. This loss of Denver’s heritage spurred new efforts to save what was left. Today there are hundreds of buildings that have been designated official Denver Landmarks, and dozens of neighborhoods that have been preserved as Denver Historic Districts.

Some of Denver’s oldest buildings today are historic schools. In the past, officials tore down the old to build more modern state-of-the-art schools. Denver’s first high school, the majestic “Old East High” on 19th and Stout Streets, which was designed and built by noted school architect Robert Roeschlaub in the 1880s. It was torn down in the 1920s when the New East was built at Colfax and Josephine near City Park. A few original schools survive, including Dora Moore School at 9th and Corona, another Roeschlaub building made of bright red Colorado sandstone. When the building was in need of repair, school officials preserved Moore school instead of tearing it down, starting a new trend to save historic schools.

Procedure:

1. Students will divide into teams of four, working together to find all of the items in the Scavenger Hunt Discovery List (provided). [NOTE: if you choose to use cameras, students may photograph the items they find in their scavenger hunt list].
2. Students will study the architectural samples in the artifact kit to complete the first section of the scavenger hunt.
3. Students will walk around the interior and exterior of their school to find the second group of items in the scavenger hunt.
4. If possible, students will walk around the immediate neighborhood of their school to find the third group of items on their scavenger hunt list.
5. Students will study the street map of Denver (provided) to find the items in the street name section of their list.
6. Using the colored geometrical shapes (provided), each team will complete their scavenger hunt project by designing their own doorway, based on a favorite door they observed in their school or neighborhood.
7. Each team will present their findings to the rest of the class.

Biographies

Augusta Tabor

Who: Augusta Tabor

What: A successful business woman who was also married to Horace Tabor, a wealthy silver miner.

When: Born in 1833, died in 1895

Where: Born in Maine, moved to Kansas and then to Colorado.

Why Important: Augusta Tabor became a successful businesswoman after a divorce from Horace Tabor “the Silver King.” Augusta took in boarders, ran a store, had investments in mines, and owned real estate in Denver. Augusta successfully ran a business and carefully managed her money at a time when few women were allowed to run a business.

Her Story

Augusta Louise Pierce was born March 29, 1833 in Maine to a middle class family. Augusta was an ill child and was said to have survived on willpower alone. Mr. Pierce hired a stone-cutter one day named Horace Tabor from Vermont. He and Augusta were soon married January 31st, 1857. They lived in a small town in Kansas as farmers. Augusta learned to take in boarders for money and to keep the house clean while working in the farm fields with Horace.

In 1859, Horace and Augusta moved to Colorado during the gold rush. Most miners did not find gold and could not make any money. Horace decided to mine while Augusta ran a store selling tools, clothing, and food. She also cooked and took in boarders. Augusta was one of the few women around and the men preferred a woman’s cooking. Between her cooking, boarding, and store, Augusta made a significant profit of \$5,000 while Horace worked as post-master. The couple was living a comfortable life while most miners struggled.

In 1878, Horace gave two miners supplies in exchange for one third of their mine profit. The miners called their mine The Little Pittsburgh. This mine struck silver making the Tabors some of the wealthiest Coloradoans. Horace began spending his money quickly and Augusta thought his spending was unnecessary. She wanted to save money in case they ever really needed it. They argued about money frequently. Horace went ahead and moved the Tabor family into a Denver mansion.

Horace moved out of the Denver mansion and into the Windsor Hotel by 1881. Augusta and her son remained at the Denver house. Horace began seeing Elizabeth “Baby Doe” McCourt and decided to marry Baby Doe. He divorced Augusta January 3, 1883 even though Augusta did not want a divorce. She kept his last name even after he married Baby Doe. Divorce was uncommon and made Augusta a topic of gossip.

Augusta donated much of her money to build a new Unitarian church downtown. She also owned real estate and became wealthy on her own. Horace and Baby Doe spent most of their money and by 1896 were in poverty after the Silver Crash and the 1893 Depression. Augusta moved to Pasadena, California in 1894 when she became ill. She died January 30, 1895 at the Balmoral Hotel. She died one of the richest business people in Denver.



Barney L. Ford

Who: Barney Ford

What: An escaped slave who became a pioneer and successful businessman in Colorado

When: Born 1822, died 1902

Where: Born in Virginia, grew up in South Carolina, fled to Chicago, moved to Central America and finally to Denver.

Why Important: Barney Ford escaped slavery from South Carolina using the Underground Railroad and became a successful pioneer and businessman in Colorado.

His Story:

Born on January 22, 1822 at Stafford Courthouse, Virginia, Barney grew up a slave. He did not have a last name, he was simply called “Barney.” He worked in South Carolina on fields and farms. His mother, Phoebe, hoped he would one day escape slavery through the Underground Railroad and become a free person. At seventeen, Barney escaped slavery on the Underground Railroad and fled to Chicago. Many other escaped slaves went to other northern states and cities and even Canada. Barney then helped other escaped slaves begin new lives up North. He married Julia Lyoni. She helped him pick a last name of “Ford” from the steam engine *Lancelot Ford*.

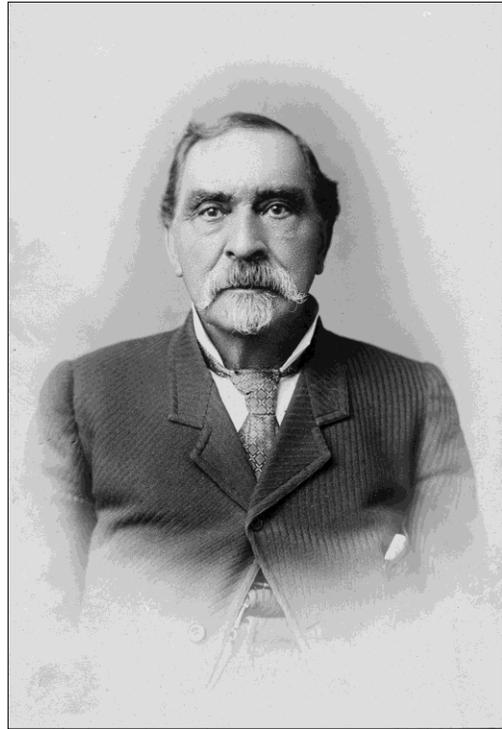
Ford became well-educated before he left Chicago. He taught himself to read, write, and then read books on literature, politics, and economics. He and Julia then left for the gold fields in California in 1851. Their ship stopped at Greytown, Nicaragua and the Fords liked it enough to stay. They opened a hotel and restaurant for passengers traveling the coasts. It was near the Panama Canal and called “The United States Hotel.”

In 1860, the Fords moved to Colorado planning on gold mining. Barney was not allowed to claim his own mine because he was African-American. A lawyer told Barney to put the claim in the lawyer’s name, but then the lawyer cheated Barney and stole his mine. Frustrated, the Fords opened a barbershop downtown. People were impressed by Barney’s intelligence. Sadly, in 1863, Barney’s barbershop burned down along with many buildings in Denver.

Even though his barbershop burned down, Ford was determined to succeed. He opened the People’s Restaurant and the Inter Ocean Hotel. The Inter Ocean Hotel remains today at Sixteenth and Blake in lower downtown Denver. Blake became successful.

He also became so well-known that he succeeded in fighting for African-American rights in Colorado. Many wished for statehood in 1865, but if Colorado became a state rather than a territory, African-Americans would not have the rights they deserved. African-American men would not be allowed to vote. Ford and Henry Wagoner convinced congressmen in Washington D.C. to reject Colorado statehood. This gave African-American men rights in Colorado. He also started adult education programs for freed Coloradans.

Ford died in 1902 well-known by many as a pioneer and successful businessman.



Casimiro Barela

Who: Casimiro Barela

What: A famous Colorado politician who was senator for thirty-seven years.

When: Born 1847, died 1920

Where: Moved from New Mexico to Trinidad then to Barela, Colorado

Why Important: Barela was an important politician in early Colorado.

His Story:

Barela is one of the many famous people who was honored by having his portrait hung inside the Capitol. Barela was a famous politician who served as a senator even before Colorado was a state. Barela served as a territorial legislator, helped write the Colorado Constitution, and represented Colorado for thirty-seven years!

Barela was not born in Colorado. In fact, he grew up in Embudo, New Mexico after his family had travelled from Spain to California and finally to New Mexico. At the age of twenty, Barela moved to Trinidad, Colorado in 1867. He began freighting, publishing, and raised sheep, cattle, and horses on a ranch twenty miles away from Trinidad. He later met and married Josefita Ortiz. They lived together with her family on the ranch.

By the time he was twenty-two, Barela began a political career. He served as justice of the peace, county assessor, territory representative, and county sheriff. He also ran a blacksmith shop, a mercantile shop, and became postmaster! The town loved him so much that they named it Barela, Colorado.

In 1875, Barela became involved in writing the Colorado Constitution. When he was writing the laws, he decided the constitution should be published in English, Spanish, and German. Many people were forever thankful to Barela for making the Constitution be available in several languages. Barela's work surely helped him become elected senator in 1876.

Barela's life in Trinidad was not always happy. He and Josefita had nine children, but only Leonor, Juana, and Sofia lived. Then in 1883, Josefita died. Barela married Damiani Rivera the next year. Damiani had lots of cattle as did Barela. Their combined cattle made them very wealthy. Barela did not have any more children, but he and Damiani adopted three children. They were wonderful parents.

Barela worked hard to help people. When coal was discovered in Trinidad, he helped people find work. Barela also helped protect the old coal owners from thieves and con-men. He also ran two newspapers that were printed in Spanish, *Las Dos Republicas* (in Denver), and *El Progreso* (in Las Animas). He also supported women's right to vote, pushed for New Mexico statehood, made Columbus Day a holiday in 1907, and stood for other political issues. In 1916, Barela lost the senate vote for the first time after thirty-seven years of service to Colorado. However, he was invited to attend the inauguration of Mexico's President Obregon in 1920. Barela died later that year from pneumonia. Barela's hard work and support is still remembered today.

Chin Lin Sou

Who: Chin Lin Sou

What: A pioneer Chinese immigrant who worked on the railroads and mined.

When: Born 1836, died 1894

Where: Born in China, immigrated to Colorado, settling in Denver

Why Important: Chin Lin Sou arrived as an immigrant from China to work first on the railroads and became a successful businessman.

His Story:

Chin Lin Sou was born on September 29, 1836 in Doun Goon, China. Chin began hearing stories of work out West and decided to travel to America to help finish building the railroads. Connecting the railroads would leave to better communication and travel for Americans. In 1859, he boarded a ship for the United States.

Because Chin could speak English and Chinese, he became an overseer for the railroad workers. He also stood out because he was over six feet tall with grey/blue eyes. He was able to communicate with everyone and helped recruit more workers to finish the railroads tracks through California, Nevada, Utah, Wyoming, and Colorado. On May 10, 1869, the west coast railroad track met with the Union track at Promontory Point, Utah. The Chinese workers were no longer needed in railroads so many left to gold mine including Chin Lin Sou.

Chin became a supervisor of three hundred miners in Blackhawk, Colorado. The mining work was hard and had little reward. They rarely found gold and worked all day long. The Chinese were also not given good tools and had to use simply buckets, picks, and shovels. Chin earned good money and was finally able to bring his wife to Colorado. They had been apart for ten years. They reunited and had six children.

The Chinese were finally able to work for themselves rather than contractors. Chin again became an overseer and helped other Chinese find work. He also discovered two profitable mines and sold them to become rich. He had enough money to move his family to Fairplay, then Como, and finally to Denver.

Throughout the state and country, Chinese workers were disliked, hated, and discriminated against. Many people thought they were stealing American jobs. They had a different culture that some people did not like. Sadly, many Chinese immigrants were made fun of, bullied, beaten, and even killed. As immigrants, the Chinese were not protected by American laws and could not defend themselves in court. The government even passed a law in 1882 that prohibited Chinese immigrants from becoming citizens. Hop Alley, in Denver, even had an anti-Chinese riot. Chin Lin Sou did what he could to help other Chinese workers as he could speak English.

Chin Lin Sou also opened a trading company. His trading company did very well bringing in food, clothing, and furniture from China. Chin became a well-known leader and pioneer in Denver. He was even called the “Mayor of Chinatown.” His children also became leaders.

In 1894, Chin died after years of success. He had worked hard and risen above many obstacles. He is remembered by his image in a stained glass window inside the Capitol as well as an honorary chair at the Central City Opera House. This pioneer added greatly to Colorado history.

Elizabeth “Baby Doe” McCourt Tabor

Who: Baby Doe Tabor

What: She was apart of the ultimate rags to riches to rags story.

When: Born in 1854, died in 1935.

Where: Born in Oshkosh, Wisconsin and moved to Colorado in 1877.

Why Important: Baby Doe rose from a simple life to become “The Silver Queen” of Colorado. Baby Doe was known for her beauty, outgoing personality, and charm.

Her Story:

Baby Doe was born Elizabeth Bonduel McCourt in 1854 in Oshkosh, Wisconsin. This shop keeper’s wife aspired to climb to fame and wealth. Her stunning features that poets wove poems about certainly helped her climb to fame. She was dedicated, hard-working, and ambitious. However, many people disapproved of women as outgoing as Baby Doe.



She first married Harvey Doe and moved to Central City, Colorado in 1877. The couple began gold mining. Coloradans began calling her “Baby Doe” for her beauty. After three years, her marriage to Harvey fell apart. She claimed he did not support her after his gold mine failed and that he drank too much. She divorced him and soon met the Silver King, Lieutenant Governor Horace Tabor.

Baby Doe and Horace Tabor married becoming known as “The Silver King and Queen.” Many people disapproved of the Tabors and thought of them as scandalous outcasts. Divorce was not socially acceptable at this time. Though twenty-six years apart, they had a strong loving marriage. They lived an elaborate life together in a Denver mansion with two daughters. Horace Tabor also donated large amounts of money to build the Tabor Grand Opera House, helped several mining companies get started, and donated significant money to the City of Denver. The Tabor mines were making millions of dollars which allowed the Tabors to travel, wear expensive clothing, and attend grand parties.

Their wealth disappeared in 1893 with the Silver Crash and economic depression. Their money was in silver mining that left them renting a cottage rather than owning a mansion. The family quickly went from extreme wealth to rags. Horace died in 1899 insisting that his mines would be profitable again. Baby Doe never sold the mine, hoping to regain the wealth. She died in 1935 with an unsuccessful mine. The Tabors were true examples of the American Dream earning their way up the social ladder from hard work and determination.

Elizabeth Piper Ensley

Who: Elizabeth Piper Ensley

What: African-American women's rights activist

When: Born 1848 – Died 1919

Where: Born in Caribbean, moved to Boston then to Washington, D.C., and finally to Denver

Why Important: Ensley was a strong fighter for women's right to vote and equal rights.

Her Story

Elizabeth Ensley was born in the Caribbean. She attended college and then moved to Boston in the 1870s. There, she helped create a library and became a teacher. During this time she also helped with women's reform organizations and women's suffrage groups. Suffrage (suff-rah-g) is when people fight for the right to vote.

In 1882, she married Horwell N. Ensley. They soon moved to Washington, D.C. and worked with Howard University. Howard is a university that was founded after the Civil War for African-Americans. Ensley's continued working for civil rights and suffrage for women when she and Horwell moved to Denver in the 1890s. She was very involved in Black Women's clubs. Women's clubs were a way for women to better society. The clubs often fought for civil rights, suffrage, and helped the poor people in their communities. She worked with national Black women's rights organizations and even became the Denver reporter for the *Woman's Era*, a newsletter of the National Association of Colored Women.

Ensley became a successful campaigner. She was Treasurer of the Colorado Equal Suffrage Association in the 1890s. She helped manage the financial challenges of the campaign. Her excellent work made the campaign possible even though the Colorado Equal Suffrage Association began with only \$25 in 1893. 1893 was also a very difficult year to finance anything as there was an economic depression. Ensley also founded the Colored Woman's Republican Club with Ida DePreist in 1894. She also convinced black men to join the suffrage movement. She recalled speeches and writings of Frederick Douglass, Jr. and Barney Ford to indicate the importance of black civil and voting rights in Colorado.

Ensley continued to work for black suffrage when she founded the Association of Colored Women's Clubs in 1904. She joined eight clubs from all over Colorado. This alliance created educational events such as Denver's George Washington Carver Day Nursery. Ensley later joined the Colorado Federation of Women's Clubs which was mainly a white women's group. Ensley proved to be an active member and helped greatly while being one of few black women in the Colorado Federation of Women's Clubs.

Her impressive ability to organize and lead served as an example to many. She helped fight for black women's rights during a difficult time. Her involvement with many women's groups showed that Ensley was efficient and sought social amendments.



Photo courtesy of the Denver Public Library Western History Collection

Ellis Meredith

Who: Ellis Meredith

What: Helped with women's rights and the temperance movement

When: Born 1865, died 1955

Where: Born in Montana, moved to Denver

Why Important: Was known as 'the Susan B. Anthony of Colorado' for her hard work in women's rights

Her Story:

Ellis Meredith was born in Bozeman, Montana in 1865. When she was only twenty-four she started writing for the *Rocky Mountain News*. She had her own column called "Woman's World." Her impressive and active writing made her a political giant even though she was a small woman, weighing less than one hundred pounds. Ellis worked mainly in women's rights and the temperance movement. She wanted the complete removal of alcohol, not just a limited intake of alcohol. At the time, many intoxicated men abused women and children. Ellis wanted an end to this and hoped for women to be treated equally with respect.

She was elected the vice president of the Colorado Non-Partisan Equal Suffrage Association in 1890. She continued to work for women's rights and temperance. She even traveled to Chicago for the World Exposition in 1893 to work with Susan B. Anthony, the most famous women's rights activist in the entire country. Her strong leadership and work with Susan B. Anthony created a strong connection between local activism and national activism. This connection helped women's suffrage grow stronger.

Ellis Meredith was such an avid activist that she focused only upon women's rights and temperance. The *Denver Post* called her 'somewhat insane.' She did not speak on behalf of economic, social, or political issues. Considering the economic depression of 1893 and Silver Crash, it was unusual to not worry about economic issues.

In 1893, Colorado women were granted the right to vote. Meredith's extensive work helped passing the right to vote for women. Her work with Susan B. Anthony certainly helped. Years of hard work and campaigning had paid off.

Meredith's place in politics did not end with the 1893 suffrage passing. In 1903, Meredith was elected as delegate to the Denver City Charter Convention. She had to leave her job as an editor for the *Rocky Mountain News* for this new position. She also served on the Democratic Party State Central Committee and then the City Election Commissioner. In 1904, she spoke in front of the U.S. House of Representatives to campaign for national women's rights. She hoped for the national government to make an amendment to the Constitution providing women's rights. Then in 1917, she worked in Washington, D.C. with the National Democratic Headquarters, again hoping for national women's rights. She was even called a 'symbol of the Progressive West.' Coloradans looked up to her. She died November, 1955, ninety years old. She is still remembered as a political giant.

Emily Griffith

Who: Emily Griffith

What: Founded the Emily Griffith Opportunity School

When: Born 1868, died 1947

Where: Born in Cincinnati, moved to Denver in 1894.

Why Important: She believed that all persons should be able to have an education. Her hard work made this school a possibility for anyone.

Her Story:

Born in Cincinnati, Ohio, February 10, 1868, Emily Griffith grew up poor and left school after the eighth grade. Her family needed money so she began working and once she was seventeen, she became a teacher. To afford living expenses, she boarded with students families.

During her boarding time, she realized that many of her students' families were uneducated. She also saw that uneducated people were more likely to become poor and face other problems.

In 1894, Griffith's family moved to Denver. The economic disaster of 1893 made money difficult to come by so Emily continued working to support her family. She taught as a substitute teacher and then a full-time teacher. She became Deputy State Superintendent of Schools in 1904.

Emily's teaching led to providing education for adults too. She believed that everyone deserved an education regardless of age, race, gender, or background. She began teaching night classes for adults. In 1916, her dream became a reality with the Opportunity School. Not only did she teach day and night at the Opportunity School, she brought students to her home to give them food and give them money for the streetcar. She also visited the ill and worked with the police to help children in the judicial system. She retired in 1933 after 100,000 students had attended. The school was renamed The Emily Griffith Opportunity School.

When Emily retired, she moved Pinecliff, Colorado to live in a cabin with her sister. They lived on Griffith's pension. On June 18, 1947 the two women were found murdered. The murderer is still unknown. In 2000, Mayor Webb honored Griffith with a Millennium Award designated for a person who "made the most significant and lasting contributions to the citizens of Denver since its founding." Thousands of students graduate each year from Emily Griffith Opportunity School from this school in downtown Denver.



Mayor Federico Peña

Who: Mayor Federico Peña

What: Denver's first Hispanic mayor

When: Born 1947

Where: Born in Laredo, Texas, moved to Denver

Why Important: First Hispanic mayor, helped build a new airport, preserved art and history, Secretary of Transportation, restored buildings in Denver

His Story:

Born in Laredo, Texas in 1947, Federico would later become a successful lawyer, House of Representatives member, and celebrated Denver Mayor. His father was a cotton broker in Texas. Federico attend University of Texas Law and soon served as a legal aid lawyer. He worked in El Paso until he moved to Denver in 1973.

In Denver, Peña was a private attorney. He served the Mexican-American Legal Defense and Education Fund. His success there helped him become elected to the Colorado House of Representatives. In 1983, he ran against William H. McNichols Jr. for mayor. Peña was the upset winner and became the first Hispanic mayor of Denver.

As a mayor, Peña proved to be determined. He became a beloved mayor when he helped fund a new airport, major league baseball team (the Rockies), new library in downtown Denver, new convention center and even restored buildings and parks. Peña preserved historic properties and celebrated art. He helped designate thirty three historic districts and three-hundred fifty historic landmarks. Peña served enthusiastically for two terms. He chose to not run for his third term. Peña even served the White House when President Clinton named him Secretary of Transportation in 1993. Then in 1998, he returned to Denver where he still resides. Peña Boulevard, leading to the airport, is named for him.



Dr. Florence Rena Sabin

Who: Dr. Florence Rena Sabin

What: First female medical professor at Johns Hopkins and reformed Colorado health care

When: Born 1871, died 1953

Where: Central City and Denver

Why Important: Dr. Sabin was the first female medical professor at Johns Hopkins as well as a major medical reformer in Colorado. She also was the first female member of the National Academy of Sciences and first female physician-scientist at Rockefeller Institute for Medical Research.

Her Story:

Florence Rena Sabin was born November 9, 1871 in Central City. This Colorado native went on to attend Johns Hopkins University Medical School. Johns Hopkins had only recently allowed women to attend. This made her one of the few female doctors at the time. Her accomplishments did not end there.

Dr. Sabin quickly developed a model of a baby's brain stem and even wrote a book on the brain and medulla. This achievement soon led to her becoming Johns Hopkins' first female Medical School Professor. She also became the first female member of the National Academy of Sciences and first female physician-scientist at Rockefeller Institute for Medical Research.

She thought her years in medicine were over when she retired in 1938. She moved back to Colorado, staying with her sister in Denver. In 1946, Governor John Vivian insisted that she become in charge of the state health committee. This proud Coloradan had thought Colorado was clean with the supposedly excellent health resorts. It turned out that Colorado had one of the highest infant death rates in the country as well as the third-highest scarlet fever rates and even the fifth-highest diphtheria total. She immediately began reforming health in Colorado. Her health bills passed in 1947. Mayor Quigg Newton declared Sabin the new Denver Manager of Health and Charities. Dr. Sabin soon x-rayed the city and reduced the Denver tuberculosis rate by fifty percent.

Florence died in Denver in 1953. She was chosen for Statuary Hall at the Capitol in Washington, D.C. for her great works. Coloradans remember her dedication to improving the medical system and to public health.



Frances Wisebart Jacobs

Who: Frances Wisebart Jacobs

What: A volunteer social worker

When: Born 1843, died 1892

Where: Central City and Denver

Why Important: She helped establish the Jewish Hospital Association of Colorado, now called National Jewish Hospital.

Her Story:

Frances Wisebart Jacobs was born March 29, 1843 in Harrodsburg, Kentucky. Her parents were Bavarian immigrants. The family moved to Cincinnati, Ohio as well. Her brother, Benjamin, introduced her to Abraham Jacobs whom she married.

Abraham and Frances married February 18, 1863 in Cincinnati. They moved to Central City as Abraham and Benjamin had spent some time out West. The Jacobs couple had three children: Benjamin, Evelyn, and a child who died early. Benjamin later became a lawyer and Evelyn became a teacher. The family moved in 1870 to Denver.

In 1872, Frances founded the Hebrew Ladies' Relief Society. She hoped to aid poverty, sickness, undernourishment, and unclean living. Jacobs soon saw these issues were all across Denver, not just in the Jewish community. She formed the Denver Ladies' Relief Society two years later. Her work did not stop with the society as she helped create the first free kindergarten in Denver. She also helped create the Charity Organization Society, later called United Way. This giving woman did significant volunteer social work. Frances was also a great speaker and spoke at the Association of Charities and Corrections.

Jacobs also helped people suffering from tuberculosis. Many people thought Denver's clean and dry air would help tuberculosis patients and large numbers of tuberculosis patients moved to Denver. Jacobs visited patients and brought them food, clothing, and house supplies. She decided Denver needed a sanatorium, or hospital for tuberculosis.

On October 9, 1892, the Jewish Hospital Association of Colorado was begun. This was Frances's dream. Sadly, she died one month later. In her memory they re-named the sanatorium The Frances Jacobs Hospital. It was renamed National Jewish Hospital in 1900. The hospital is located today at Colfax and Colorado Boulevard in Denver. It still specializes in tuberculosis.



Horace A.W. Tabor

Who: Horace Tabor

What: Horace rose from a simple life to become “The Silver King” of Colorado.

When: Born in 1830, died in 1899.

Where: Born in Holland, Vermont and moved to Kansas and then to Colorado.

Why Important: Horace was a hard working person who rose from a stone-cutter to become one of Colorado’s wealthiest men.

His Story:

Horace Tabor was born in Holland, Vermont on November 26, 1830. He grew up to become a stone-cutter. Augusta Price’s father hired him as a stone-cutter at the age of twenty-five, where he met Augusta and soon married Augusta. The couple moved to Kansas to farm.

Tabor was even elected to the state legislature in 1857. After years of farming, Augusta, Horace, and their son Maxcy moved to Colorado to mine for gold in 1859.

Horace mined at California Gulch while Augusta ran a shop, cooked, and kept boarders. Augusta actually made a good amount of money and managed the shop on her own. Horace liked to live expensively and Augusta was always uncomfortable with his extreme money spending. They made good money, but Horace wanted more.

Horace moved the family to Leadville to mine. In Leadville he and Augusta opened another shop and Horace became postmaster. There, he gave supplies to two miners in exchange for one third of their profit. Luckily, these two miners struck silver making the Tabors extremely wealthy. He then bought the Matchless Mine making \$2,000 per day. He invested in more mines that continued to make him money. He became the wealthiest man in the state and was even elected mayor of Leadville in 1878.

In 1879, he moved his family to Denver. He spent significant money and donated lots of his money to the City of Denver. He also gave Leadville its own Opera House and built their water works and fire department. He even became Lieutenant Governor and a Senator. Augusta was concerned and unhappy with Horace’s spending. She wanted to save money in case they ever really needed it. Their marriage fell apart and Horace divorced Augusta in 1883. He then met and fell in love with Baby Doe.

Baby Doe and Horace Tabor married becoming known as “The Silver King and Queen.” Many people disapproved of the Tabors and thought of them as outcasts, because divorce was looked down upon during this time. Though twenty-six years apart in age, they had a strong loving marriage. They lived an elaborate life together in a Denver mansion with their two daughters, Elizabeth Bonduel Lily Tabor and Rosemary Silver Dollar Echo Tabor. Horace Tabor also donated large amounts of money to build the Tabor Grand Opera House, helped several mining companies get started, and donated significant money to the City of Denver. The Tabor mines were making millions of dollars which allowed the Tabors to travel, wear expensive clothing, and attend grand parties.

Their wealth disappeared in 1893 with the Silver Crash and economic depression. Silver was no longer bought by the government. The Tabor’s money was in silver mining and the family quickly went from extreme wealth to rags. Horace died in 1899 insisting that his mines would be profitable again.



Dr. Justina Ford

Who: Dr. Justina Ford

What: Denver's first female African-American doctor.

When: Born 1871, died 1952

Where: Born in Illinois, moved to Chicago and then Denver.

Why Important: Justina Ford overcame prejudice and discrimination to become Denver's first female African-American doctor. Ford was a pioneer in opening up a profession for African-Americans and women.

Her Story:

Justina Laurena Warren was born on January 22, 1871 to Melisia and Pryor Warren in Knoxville, Illinois. Melisia was a nurse who took Justina on nursing rounds. Justina's love for medicine was clear at a young age. She often dissected frogs and chickens as a child. Justina went to one of the few integrated schools and did well enough to get into Hering Medical School in Chicago. Her family helped pay for her medical schools. She met and married John Ford, a Baptist minister in 1892. She graduated from medical school in 1899.

After her graduation, Justina was denied her medical license. The license examiner told her, "I feel dishonest taking a fee from you. You've got two strikes against you to begin with. First of all, you're a lady, and second, you're colored." Justina set up a practice in Chicago and then moved with John to Denver to set up a practice from her home, 2335 Arapahoe Street. She was not allowed into the Colorado Medical Association or the American Medical Association or any of the hospitals.

Justina worked from her house and traveled to patient's homes. She delivered her patient's babies in their own homes. Justina treated anyone who needed medical care, regardless of race, gender, language, citizenship, or even ability to pay. Many of her patients were poor whites, African-Americans, and non-English speaking immigrants who were turned away from hospitals. Justina even learned multiple languages to help treat her patients. Her patients paid her in goods, services, or money.

In 1915, Justina and Reverend Ford divorced. In her fifties, she met and married Alfred Allen. Alfred took care of the home while she continued to be a doctor. It wasn't until 1950 that Dr. Ford was allowed into the Colorado and American Medical Associations. Even then, she was still the only female African-American doctor in all of Denver. Justina continued caring for patients until shortly before her death, October 14, 1952. She had delivered almost 7,000 babies. The *Denver Star* named her, "A friend of all humanity." The Colorado Medical Association declared her a Colorado Medical Pioneer in 1989. Dr. Justina Ford house is now the home of the Black American West Museum.



Little Raven

Who: Little Raven

What: Southern Arapaho Chief who sought peace between Native American tribes and White settlers

When: Born approximately 1810, died 1889

Where: Colorado and Oklahoma

Why Important: This progressive Chief created peaceful relations between Native Americans and whites even amidst the Sand Creek Massacre.

His Story:

Little Raven was born around 1810 on the plains near Nebraska. He became a mediator and sought peace amongst groups of people. In 1840, he created peace between the Southern Arapahoe, Cheyenne, Kiowa, Comanche, and Plains Apache. He was also known to befriend white Americans during the Gold Rush in Denver. He even welcomed them to his Denver tipi.



Despite Little Raven's efforts, peace was hard to maintain. White Americans drafted the Fort Wise Treaty of 1861 that forced Arapahoe away from their homes in Colorado. The Colorado Volunteers killed many of the Arapaho people at the Sand Creek Massacre. Little Raven had signed the Fort Wise Treaty, but soon discovered that whites were not obeying the treaty. When he heard of the Sand Creek Massacre in 1864, where soldiers killed the Cheyenne and Arapaho, he knew that his friendly efforts had failed. Little Raven and his band of Arapaho survived the massacre only because they camped far away from the other Cheyenne and Arapaho.

Yet, he still tried for peace, and signed another treaty: the Medicine Lodge Treaty of 1867 where the Southern Arapaho moved to the Indian Territory, now Oklahoma. Just one year later, Little Raven had to flee for his life to Fort Sill (May 2007). Little Raven decided to travel to Washington D.C. and speak at the Cooper Union for the Advancement of Science and Art. President Grant even offered him a peace medal.

His peace efforts made certain that the Southern Arapaho were not involved in the Red River War. He was a great speaker which certainly helped his efforts for peace. He worked hard for peace amongst all peoples. Little Raven finally moved to Cantonment (now Oklahoma) living at the military hospital. He died in 1889. People remember him for his peace efforts during a battle-torn era.

Mary Elitch Long

Who: Mary Elitch Long

What: First woman to run a zoo

When: Born 1865, died 1936

Where: Born in Philadelphia, moved to California then to Durango, Colorado and finally to Denver.

Why Important: She was the first woman to run a zoo during a time when women did not have political or voting power.

Her Story:

Mary Elitch was born May 10, 1865 in Philadelphia. Shortly after her birth, the family moved to California where her father created a livestock and fruit company. Mary was very happy and soon met twenty-two-year-old John Elitch Jr., an actor. They fell in love and eloped when Mary was only sixteen. Her parents did not approve of John because he was significantly older.

The Elitch couple moved to Durango, Colorado. There, they opened a successful restaurant. They soon moved to Denver and opened another restaurant, the Elitch Palace Dining Room. Their restaurant became popular and Mary began planting gardens and rescued stray animals. She loved all animals and was even given lions and bears from the circus owner P.T. Barnum. Her beautiful gardens and new zoo made them the only zoo west of Chicago.

The couple opened Elitch's Zoological Gardens on May 1, 1890. The gardens were so popular and successful that the couple did not need the restaurant as a source of money. They closed the restaurant. Closing the restaurant allowed John to act in California during the winter. In 1891, John came down with pneumonia and died March 10 with Mary by his side. Just thirty-four years old, Mary was a widow, saddened deeply by the loss of her great love.

Mary tended fully to the gardens after John's death. She managed the property and in 1894 was able to buy back the Elitch stock. She became the independent owner, unusual for a woman at the time. She was the first woman to own a zoo. She added kangaroos, deer, and snakes to her zoo.

Mrs. Elitch continued to expand the Zoological Gardens. On top of the gardens, Mary had John's dream theatre built. The theatre became very successful, often selling out. She later built a removable wall so more people could see the theatre productions. She also added a summer stock theatre in 1897 and brought in outside entertainment. Diving horses and daredevils frequented her gardens. Silent film actor Douglas Fairbanks even performed at the Playhouse. Mary had given him a job as a janitor when he was only twelve and he happily returned to perform at Elitches.

In 1899, Mary brought Thomas D. Long to her gardens as the theatre manager. They married only a year later in the gardens. They even took a six-month honeymoon to travel the world! During their travels, they saw entertainment rides and decided to add a roller coaster, the Figure 8, to their gardens. They even built a huge theatre. They showed the Civil War battle of the *Monitor* and the *Merrimac*. Their gardens became even more successful.



Unfortunately, Thomas and Mary drifted apart and neglected many of the Zoological Garden duties. They stopped paying taxes and bills. Mary allowed too many free-days and fundraisers. She spent all of her time with the visitors and animals. The couple had to sell the gardens. John Mulvihille bought the gardens in 1916 intending to keep Mary's view of the garden alive. He even let Mary live in a cottage on the property. Mulvihille proved to be successful with the gardens after his years as a money manager for Denver Gas and Electric. Mary moved in with her sister-in-law in 1932, due to her weakened health.

In 1936, Mary died from a stroke. She is buried next to John Elitch in Fairmont Cemetery in Denver. Elitch's Gardens were run by Mulvihille's family until 1994 when it closed after 104 successful years. It was sold in 1996. Mary's playhouse was restored and became the Center for American Theatre and Historic Elitch Gardens where performances still occur. A new Elitch's was built at a different location and was later purchased by Six Flags.

Minnie J. Reynolds Scalabrino

Who: Minnie J. Reynolds Scalabrino

What: Women's rights activist

When: Born 1865, died 1936

Where: Born in New York, moved to Denver

Why Important: Successful women's rights activist who founded the Denver Woman's Club and the Denver Women's Press Club

Her Story:

Born in Norwood, New York, in 1865, Minnie J. Reynolds would later become a famous women's rights activist. In 1890, she moved to Denver to be Society Editor of the *Rocky Mountain News*. This was unusual for a woman at this time. She traveled across Denver looking for stories for her newspaper. She also frequently searched for equal rights supporters.

Minnie was gifted in rights activism. She was even called "indispensable to the cause." She worked extensively with the media and politicians in 1893 during the women's suffrage campaign. Her hard work earned her the title of Press Chair for the Colorado Equal Suffrage Association. She even convinced more than 75% of Colorado newspapers to give approval of women's voting rights!

Years of success convinced Minnie to run for state legislature for the Populist Party in 1894. She was not elected, but she still had many supporters. Minnie did not just speak on behalf of women, but also for labor unions and racial minorities rights. She believed in equal rights for all.

Reynolds continued to lead and organize. She founded the Denver Woman's Club in 1894 and the Denver Women's Press Club in 1898. The Denver Women's Press Club still exists today and applauds women writers, journalists, and publicists. In 1901, Minnie moved to New York to help with the National American Woman Suffrage Association. She worked with this group until 1909. Finally, her hard work resulted in passing the 19th Amendment, women's voting rights.

In 1905, Reynolds married Salvatore Scalabrino. The couple lived happily together while Minnie continue writing articles and even a few books. She died from a stroke on May 29, 1936. Her achievements and hard work are still remembered today.



Photo courtesy of the Denver Public Library, Western History Collection

Margaret “Molly” Brown

Who: Margaret “Molly” Brown

What: Struck gold in Leadville to become wealthy and gave significant money to Denver.

When: Born 1867, died in 1932.

Where: Born in Missouri, lived in Leadville and Denver.

Why Important: Molly Brown moved from Missouri to Colorado and became incredibly wealthy with her husband J.J. after his mine struck gold. Molly traveled frequently, gave time and money to charity, sought women’s voting rights, and was a survivor of the Titanic as well as a hotel burning.

Her Story:

The famous Molly Brown went by many names. Raised by Irish-Catholic immigrants John and Johanna Tobin, she was called Margaret Brown or “Maggie.” Molly’s father worked manual labor while her mother raised Molly and five other children in Hannibal, Missouri. Molly was only able to attend school until she was thirteen because her family needed her to work. She began working at Garth’s Tobacco Factory in 1880.

In 1883, Molly moved to Leadville, Colorado with her brother Daniel. There she worked for a dry goods store. In Leadville, Molly met James Joseph Brown, or J.J., from Pennsylvania. They quickly married and moved into a cabin in Stumptown near his mine. Molly and J.J. had two children, Lawrence and Catharine Ellen. In 1893, J.J.’s new mine found gold which made the family very wealthy. They began traveling, wearing expensive clothing from Paris, volunteering, and bought a house in Denver and Beaver Creek, Molly then looked for tutors for herself. She eventually learned several languages. Molly also worked for women’s voting rights, helped the poor, gave money to build St. Mary’s Academy, and even ran for the Senate. She also believed in racial equality and invited Native Americans, Chinese, and African Americans to events. Even though Molly did charity work, not everyone liked her. Some thought her too outspoken. People also gossiped about her separation from her husband. On August 10, 1909, Molly and JJ officially separated; they did not divorce because their Catholic faith did not allow it.

Molly spent much time traveling and vacationed in France frequently. When she heard that her grandson, Lawrence Jr., was ill, she left France on the ship Titanic. Molly enjoyed traveling and did not mind being a passenger on the ship’s first sail to America. On April 14th, 1910, the Titanic hit an iceberg and sank. Two thirds of the passengers and crew died. More would have died if Molly had not helped. She also spoke several languages and was able to tell other passengers to continue rowing so they did not freeze to death. After being rescued by the *Carpathia* Molly began helping the survivors, because she spoke several languages Molly, consoled survivors who spoke little English. She later spoke against the White Star Line for not providing enough life boats.

Molly continued to travel. She even went to Russia shortly after the Titanic sank. In 1925, Molly was almost killed again in a fire in the hotel she was staying at in Palm Beach, Florida. Again, Molly saved people as she led guests out of the burning hotel. Even the fire would not stop her from traveling. She died unexpectedly on October 26, 1932 in a hotel in New York City. Molly’s home in Capitol Hill is now a museum for all to enjoy and place to learn about her incredible life.



Rodolfo “Corky” Gonzales

Who: Rodolfo “Corky” Gonzales

What: Chicano activist

When: Born 1928, died 2005

Where: Denver and Brighton

Why Important: Gonzales was a Chicano activist, writer, and boxer. He fought for Chicano rights and founded the Crusade for Justice.

His Story:

Born June 18, 1928, Rodolfo “Corky” Gonzales became an inspiring writer. He was born at Denver General Hospital in Denver. His father was from Mexico and his mother was born in Colorado. In 1944, he became a boxer and won the Golden Gloves and Diamond Gloves Tournaments. He even became the Colorado Regional Amateur Flyweight Champion in 1946. Just one year later, he was National Amateur Athletic Union Bantamweight Champion.

After a career in boxing, he turned to writing and art. He wrote a famous poem “Yo Soy Joaquin” or “I am Joaquin.” It was widely read and published. This poem became a bright idea in the Chicano Movement. Gonzales became widely involved with the Chicano Movement.

He became a leader in the Chicano Movement. Corky founded the Crusade for Justice and spoke against Hispanic discrimination. He even lead a group in the Poor People’s March on Washington and organized a resistance at West High School after a teacher made racist comments. Corky’s involvement with Crusade for Justice helped create the Ballet Chicano de Atlan and El Teatro Pachuco. Corky also opened a summer school in 1969 and the Escuela Tlatelolco in 1970 for Chicano children.

In 1949, Gonzales married Geraldine Romero in Brighton. They had eight children together. On April 12, 2005, Corky died of heart failure. His memory lives on and is cherished by many.

