

It's Amazing
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OVERVIEW

Students will compare and contrast amusement parks from the turn of the century to amusement parks of today.

STANDARDS

- Reading and Writing Standard 2: Students write and speak for a variety of purposes and audiences.
- History Standard 2.3: Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.

OBJECTIVES

After completing this activity, students will be able to:

- Identify similarities and differences between turn of the century amusement parks and modern day amusement parks.
- Draw conclusions about entertainment at the turn of the century vs. entertainment today.
- Predict and design an amusement park for the future.

INQUIRY QUESTIONS

- What were the “amusements” at turn-of-the-century amusement parks?
- How did people dress to go to amusement parks at the turn of the century?
- What are some of the major changes in amusement parks today?
- What do people do for “amusement” at modern day amusement parks?
- How are turn-of-the century and modern day amusement parks the same and different?

MATERIALS

- Doing History/Keeping the Past CD-ROM disk or website; Twentieth Century/Community Life/Recreation pictures #2 and #6
- Information from www.lakesideamusementpark.com/History.htm (this page is currently under construction, but should have some good info soon)
- gowest.coalliance.org/exhib/gallery2/bib/892.htm (some historic pictures of Lakeside)

PROCEDURE

1. Students examine photographs from the “Doing History” CD and the web site listed above showing Lakeside Amusement Park and Elitch Gardens.
2. While observing the pictures, students discuss and take notes on what they notice about dress and the rides and other forms of amusement.
3. Students will then complete a graphic organizer of the teacher’s choosing to compare and contrast the amusement parks of the turn of the century and the amusement parks of today.
4. Using large sheets of construction paper or tag board, students will design, in groups of 2 or 3, an amusement park for the future. Students may present their parks to the class and explain its attractions.

ASSESSMENT

Graphic organizers will be assessed based on the accuracy and clarity of the comparisons. Examples written on the organizer should be specific and “provable”.