

## **FARM TOWNS**

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### **OVERVIEW**

Students evaluate historical photographs to understand how towns developed.

### **STANDARDS**

- History Standard 2: Students know how to use the processes and resources of historical inquiry.
- History Standard 4. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
- Geography Standard 4: Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
- Reading and Writing Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

### **OBJECTIVES**

- Students will be able to analyze historical data.
- Students will be able to identify the characteristics of a town.
- Students will be able to draw conclusions based on historical evidence

### **INQUIRY QUESTIONS**

- What purposes does this town serve?
- What buildings does it contain?
- What are the buildings made of?
- What kind of people are in the photographs (age, gender)?
- What are the people doing?

**MATERIALS**

Doing History/Keeping the Past CD-ROM disc or website:

- Farming/Ranching topic; Market and Supply Towns theme;
- Primary sources under "In Their Own Words."

**PROCEDURE**

1. Select one of the following ways for students to access the above materials:
  - a. Send students individually or in small groups to the computer station to examine the photos on a CD-ROM or Internet site while other students are working on other assignments.
  - b. Print out and copy the photographs, giving copies to each group of students.
  - c. Send the class to a computer lab where all the students can examine the photographs on the Internet site at the same time.
  - d. Use a multi-media projector or overhead with an LCD.
2. Divide students into pairs or small groups, with each group assigned one or more of the inquiry questions. Each team needs a recorder and a reporter.
3. The reporter from each team must report the group's findings back to the class. The teacher should record similarities and differences between the towns investigated on a T-chart for the class (see below).
4. As a conclusion, have students write a paragraph explaining what their life would have been like had they lived in such a town.

Sample T-Chart

Similarities	Differences