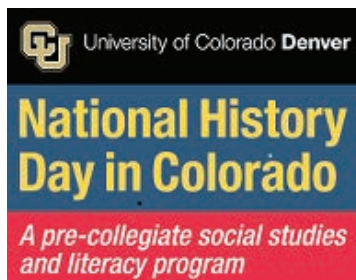




Exploring Historic Places: Colorado's African American Communities

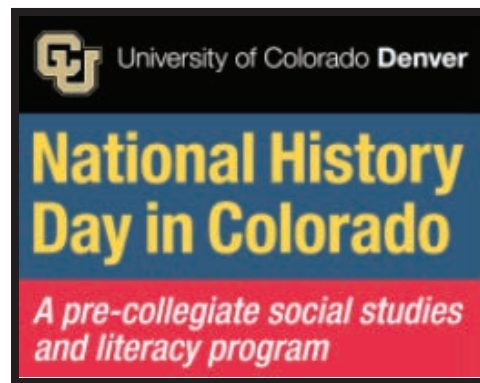
A 6th-12th grade National History Day in Colorado
social studies and literacy curriculum



**Colorado's Shared History:
Understanding the Historical Significance of
Colorado's African American Heritage**

WHO ARE WE & WHERE ARE WE FROM?

A NATIONAL HISTORY DAY COLORADO CURRICULUM



**Exploring the stories of African Americans who lived in
Colorado through project-based and experiential learning**

**Includes tailored, adaptable lessons for grades
6 through 12**

Understand-Respect-Preserve

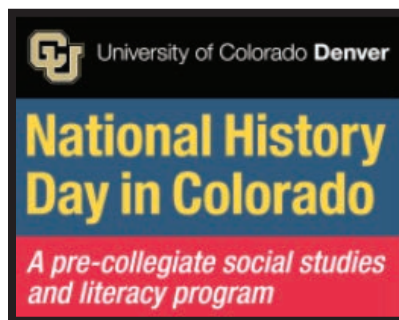
Preserving Places in Colorado's Diverse History



**NATIONAL
ENDOWMENT
FOR THE
HUMANITIES**

With the passage of *House Bill 19-1192* in the Colorado state legislature in 2019, the history, culture, and social contributions of underrepresented populations became a prioritized area of study in all Colorado schools. National History Day in Colorado is a social studies and literacy program that equips students in elementary, middle, and high school with the skills necessary to succeed in college and the real world. Students participate in project-based learning curricula that emphasize critical reading and thinking, research, analysis, and the drawing of meaningful conclusions.

National History Day in Colorado acknowledges the need to preserve the significant contributions of marginalized groups, creating a place-based curriculum series. In an effort to highlight the histories of African Americans living in Colorado, National History Day in Colorado seeks to educate students about the physical landmarks that tell our history. How did such large populations of African Americans find their way to the western United States and what did they experience once there?



CONTACT US

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Dr. Kayla Gabehart, Foreword Writer & Curriculum Scholar

Any views, findings, conclusions, or recommendations expressed in this curriculum do not necessarily represent those of the National Endowment for the Humanities.

Foreword

Dr. Kayla M. Gabehart

Assistant Professor, Michigan Technological University

Colorado's origins are a prototypical story of the American West. Colorado has been home to paleo-Americans and indigenous peoples for at least 14,000 years, and possibly many thousands more; once part of the Spanish Empire of *Nuevo Mexico*, Colorado would become a battleground during the Mexican-American War; white settlers traversed the Rocky Mountains, aiming to homestead the Colorado wilderness; and the gold rush brought prospectors hoping to strike it rich to the heart of modern-day Denver. Colorado, for much of its territorial and state history has been defined by cowboys, cattle-rustling, and scenes of the "Wild West." This history remains: the National Western Stock Show annually has Denver flooded with cowhands and ranchers in their pearl-snapped, Stetson best; politicians regularly don their best boots and cowboy hats for campaign ads; and much of the rural portions of the state still subsist on ranching and farming, some on farms more than a century old. What this history often conveniently excludes in the history of Black Americans in the West. In fact, it is estimated that one in four cowboys was Black, making up a substantial and critical part of the ranching and cattling industry in the mid-to late- nineteenth century.

Black Americans, newly freed in the American South, began moving north and west after the end of Reconstruction in the South. While Reconstruction had provided safety, political and social representation, and the possibility of staking out a life in the South, its end and the beginning of Jim Crow and the rise of the Ku Klux Klan made life in the South dangerous and untenable. Those Black Americans who moved west were called the "Exodusters," a millenarian movement that these Exodusters borrowed from the language of Moses, searching for their own "Promised Land." Successful Black settlements popped up throughout Kansas, notably Quindaro and Nicodemus. Black migration would later contribute to the establishment of the Greenwood District in Tulsa, Oklahoma in the late 1800s. Known as "Black Wall Street," it would later be burned to the ground in the 1920s in an episode of racial violence, never again rebuilt in earnest to its former glory. Black Americans would also homestead across Colorado, notably in Dearfield in Weld County, the largest of the Black homesteads in Colorado.

Cowboy life for Black Americans often meant a more egalitarian existence, particularly on long cattle runs on the trail. This was not the case, however, in towns and saloons, where segregation still reigned. Nonetheless, the West provided a haven from the violence of the South, often a decent living, and a place that Black Americans made their own. In Denver, Black Americans settled in Five Points, where the Rossonian Hotel hosted the Black luminaries of the day. It was known as the "Harlem of the West." Lincoln Hills, in Gilpin County, was one of the foremost Black resorts in the country, where middle class Black Americans could temporarily escape segregation. The Black American West Museum pays homage to all of this history and more in the former home of Dr. Justina Ford, the first licensed Black female doctor in Denver, known to have delivered thousands of babies of all colors and ethnicities. This is just a taste of the rich history of Black Americans in the West. This curriculum aims to help students unearth this history, expand their perspective of "the West," and rewrite a history that includes all its players.

Education Program

The **National History Day in Colorado** *WHO ARE WE and WHERE ARE WE FROM?* curriculum is designed for students in grades six through twelfth grade. The curriculum includes lessons, suggested readings, and project-based learning assignments specifically tailored to each grade level and aligned with Colorado Academic Standards in social studies and literacy. The curriculum motivates students to examine the history of African Americans in Colorado through the stories of the people who lived there.

Following completion of a grade-level specific lesson, students then complete the **HIGH SCHOOL CAPSTONE PROJECT**. This sub-lesson asks students to analyze the development of black-owned churches throughout the Denver area, in the context of American history and create a National History Day project. The National History Day project will focus on an annual theme and three elements: UNDERSTANDING, RESPECTING, and PRESERVING the place-based histories of African Americans.

The **National History Day** *WHO ARE WE and WHERE ARE WE FROM?* curriculum is designed to be flexible and adaptable for all teachers' schedules. Lessons can be adjusted to be one-day exercises that introduce students to the grade-level specific topics, much longer projects that require in-depth research, and anything in between. No matter which you choose, the ultimate goal of National History Day in Colorado is to educate students on the contributions of African Americans in American history in a meaningful way, in an effort to UNDERSTAND, RESPECT, and PRESERVE our shared history.



The Five Points Outdoor Mural Gallery at Five Points Plaza on Welton Street. June 15, 2021.

Middle School (6th-8th Grade)

WHO ARE WE?

African Americans

WHERE ARE WE FROM?

Colorado

WHAT DOES IT MEAN TO BE AN AFRICAN AMERICAN?

Students will explore what it means to be an African American living in the United States before and after the Civil Rights Movement of the 1960s. Students will identify one notable person with African American roots who participated in elevating African American culture in Colorado, researching their journey.

SUGGESTIONS FOR READING

- Anderson, Robert. *From Slavery to Affluence: Memoirs of Robert Anderson, Ex-Slave*.
- Armitage, Susan. ‘*The Mountains Were Free and We Loved Them*’: *Dr. Ruth Flowers of Boulder, Colorado*.”
- Baker, Roger. *Clara: An Ex-Slave in Gold Rush Colorado*.
- Parkhill, Forbes. *Mister Barney Ford: A Portrait in Bistre*.

FURTHER QUESTIONING

1. How much weight does cultural identity hold in society?
2. What does it mean to be free?
3. How does race impact the way people treat each other?
4. Who gets to decide who society labels as an activist or advocate?
5. Should individuals be embarrassed, scared, and ashamed of their cultural roots?

PROJECT-BASED LEARNING ACTIVITY

Students will create a National History Day (NHD) project based on the annual theme. The NHD project will include the works of African Americans from Colorado, focusing on the history of accomplishments and service. Teachers will walk their students through how to find primary and secondary sources, writing a process paper, finding historical photos, and creating either a documentary, exhibit, website, or performance that depicts their journey. Students will be able to enter their project in a regional contest held annually in Colorado.

Prominent African Americans in Colorado :

Dr. Clarence Holmes	Fannie May Duncan	Dr. Justina Ford
Reverend David West Mallard	Melvina M. Williams	Al Richardson
Henry Highland Garnett	Barney Ford	Clara Brown
Lucile Burkeley Buchanan	Charles Burrell	Elizabeth Ensley
Dorothy Ann Witt King	Penfield Tate II	Dr. Joseph H.P. Westbrook

COLORADO ACADEMIC STANDARDS ALIGNMENT

6th Grade		
Social Studies		
History	<ol style="list-style-type: none"> Analyze primary and secondary sources while formulating historical questions. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies. 	<p>*Students evaluate historical sources for purpose, audience, point of view, context, reliability, and authenticity.</p> <p>*Students use primary and secondary sources to develop and evaluate hypotheses and interpretations of historical events and figures that are supported by evidence.</p>
Economics	<ol style="list-style-type: none"> Describe the role of competition in the determination of prices and wages in a market economy. 	<p>*Students demonstrate an understanding of cause and effect related to personal financial decisions.</p>
Civics	<ol style="list-style-type: none"> Describe how groups and individuals influence governments within the Western Hemisphere. 	<p>*Students analyze how the actions of individuals and groups can have a local, national, and international impact, specific to the influence of African Americans in America.</p>
Reading, Writing & Communication		
Oral Expression and Listening	<ol style="list-style-type: none"> Successful group discussions require planning and participation by all. 	<p>*Discussion amongst students about cultural identity and race.</p>
Reading for All Purposes	<ol style="list-style-type: none"> Understanding the meaning within different types of literature depends on properly analyzing literary components. Organizing structure to understand and analyze factual information Word meanings are determined by how they are designed and how they are used in context. 	<p>*Students demonstrate comprehension by deconstructing the meaning of unfamiliar words through context clues.</p> <p>*Students explain the differences between culture and race. How does a person's culture impact their decision-making process?</p>
Writing and Composition	<ol style="list-style-type: none"> Writing literary genres for intended audiences and purposes requires ideas, organization, and voice. Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice development. Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy. 	<p>*Students demonstrate professional, informational writing via presentation of their research.</p> <p>*Students use correct grammar and punctuation through both observations of texts and practice in their own work.</p>
Research and	<ol style="list-style-type: none"> Individual and group research projects require 	<p>*Students perform primary source</p>

Reasoning	<p>obtaining information on a topic from a variety of sources and organizing it for presentation.</p> <p>2. Assumptions can be concealed, and require identification and evaluation.</p> <p>3. Monitoring the thinking of self and others is a disciplined way to maintain awareness.</p>	<p>research by looking at documents written by African Americans, discussing them with classmates.</p> <p>Students research and analyze information across sources to construct unbiased questions and hypotheses.</p>
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7th Grade		
Social Studies		
History	<p>1. Examine primary and secondary sources to identify points of view while formulating historical claims and questions.</p>	<p>*Students construct history through the gathering and analysis of historical sources.</p>
Economics	<p>1. Define resources from an economic and personal finance perspective.</p>	<p>*Students understand that competition and wages are not just American concepts. Different career paths come with different financial status.</p>
Civics	<p>1. Identify public problems and research ways in which governments address those problems.</p>	<p>*Students understand the connections and complexities amongst members of society while relating their research to the role of African Americans and their influence in the United States.</p>
Reading, Writing & Communication		
Oral Expression and Listening	<p>1. Formal presentations require preparation and effective delivery</p> <p>2. Small and large group discussions rely on active listening and the effective contributions of all participants.</p>	<p>*Students plan and distribute responsibilities amongst each other in a group.</p> <p>*Discussion amongst students about interconnectedness requires both active listening and thought-out responses.</p>
Reading for All Purposes	<p>1. Literary elements, characteristics, and ideas are interrelated and guide the comprehension of literary and fictional texts</p> <p>2. Informational and persuasive texts are summarized and evaluated.</p> <p>3. Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts reading.</p>	<p>*Students demonstrate comprehension by deconstructing the meaning of unfamiliar words through context clues.</p> <p>*Students examine the structure of professional organizations that African Americans organize around, including the NAACP.</p>
Writing and Composition	<p>1. Composing literary and narrative texts that incorporate a range of stylistic devices demonstrates knowledge of genre features.</p> <p>2. Organization is used when composing informational and persuasive texts.</p>	<p>*Students demonstrate professional, information writing via presentations of their research.</p> <p>*Students use correct grammar and punctuation through both observations of</p>

	3.Editing writing for proper grammar, usage, mechanics, and clarity improves written work.	texts in their own work.
Research and Reasoning	1.Answering a research question logically begins with obtaining and analyzing information from a variety of sources 2.Logical information requires documented sources 3.Reasoned material is evaluated for its quality using both its logic and its use of a medium.	*Students perform research by looking at documents written by African American lawyers, activists, journalists and writers, discussing them with classmates. *Students research, analyze, and document information across sources to construct unbiased questions and hypotheses.

8th Grade

Social Studies

History	<ol style="list-style-type: none"> 1. Construct a written argument supported by evidence demonstrating the use or understanding of primary and secondary sources. 2. Analyze ideas that are critical to the understanding of American history. 	<p>*Students interpret history through the use of primary and secondary sources to cite specific evidence to support analysis.</p> <p>*Students use the content from the past to make connections to the present.</p>
Economics	<ol style="list-style-type: none"> 1. Analyze the changes in the development of human capital over time. 	<p>*Students understand the value of a living wage, addressing the economic impact to African Americans during the Great Migration and Civil Rights Movement.</p>
Civics	<ol style="list-style-type: none"> 1. Examine ways members of society may effectively voice opinions, monitor government, and bring about change nationally. 	<p>*Students explain specific roles played by African American citizens, specifically in the 20th century.</p>

Reading, Writing & Communication

Oral Expression and Listening	<ol style="list-style-type: none"> 1. Communication skills and interviewing are required to gather information and to develop and deliver oral presentations. 2. A variety of response strategies clarifies meaning or messages. 	<p>*Discussion amongst students about change and continuity requires both active listening and thought-out answers.</p> <p>*Students exploit different communication strategies to complete research.</p>
Reading for All Purposes	<ol style="list-style-type: none"> 1. Quality comprehension and interpretation of informational, literary, and persuasive texts demand self-monitoring and self-assessment. 2. Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts. 	<p>*Students use their comprehension skills and context clues to understand complex materials and synthesize across materials.</p> <p>*Students research primary and secondary source documents and draw</p>

		supported, unbiased conclusions across them.
Writing and Composition	<ol style="list-style-type: none"> 1. Stylistic devices and descriptive details in literary and narrative texts are organized for a variety of audiences and purposes and evaluated for quality. 2. Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality. 3. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document. 	<p>*Students organize and present their research in a meaningful way.</p> <p>*Students use correct spelling, punctuation, and grammar.</p> <p>*Students compose a persuasive essay that details the argument for the Civil Rights Movement.</p>
Research and Reasoning	<ol style="list-style-type: none"> 1. Individual research projects begin with information obtained from a variety of sources, and is organized, documented, and presented using logical procedures. 2. Common fallacies and errors occur in reasoning. 3. Quality reasoning relies on supporting evidence in media 	<p>*Students draw conclusions and analyses across a variety of materials.</p> <p>*Students understand that not all sources are reliable and corroborate questionable information.</p>



Rice's Tap Room and Oven located at 2801 Welton Street, Five Points.

High School (9th-12th grades)

WHO ARE WE?

Advocates & Public Historians

WHERE ARE WE FROM?

Colorado

WHAT DOES IT MEAN TO BE AN ADVOCATE AND PUBLIC HISTORIAN?

Students will explore what it means to be an advocate as it relates to the preservation of our shared history. Students will investigate what public historians do to protect and preserve our past, focusing on a commitment to make history relevant outside of a brick and mortar classroom and to broad audiences.. Finally, students will identify current advocacy and preservation efforts taking place in various places and by various organizations in the state.

SUGGESTIONS FOR READING

- *Place, Race, and Story: Essays on the Past and Future of Historic Preservation*, by Ned Kaufman
- *Historic Preservation in Colorado: The Annual Preservation Program*, by the State Historical Society of Colorado
- *Denver Landmarks and Historic Districts*, by Thomas Noel & Nicholas Whearton
- *Five Points Neighborhood of Denver*, by Laura Mauck.

FURTHER QUESTIONING

- Why is it important to preserve history?
- Why should we pay respect to and understand the wrongs of the past?
- What is the importance of advocating for an individual's past experience?
- How should we preserve historic artifacts, including historic places?

PROJECT-BASED LEARNING ACTIVITY

Students will create a National History Day (NHD) project based on the annual theme. The NHD project will encompass the preservation achievements of a Colorado advocacy group or public historian and their efforts to save African American history in Colorado. Teachers will walk their students through how to find primary and secondary sources, writing a process paper, finding historical photos, and creating either a documentary, exhibit, website, or performance that depicts the contributions of a Colorado professional. Students will be able to enter their project in a regional contest held annually in Colorado.

Examples of efforts to preserve African American history in Colorado:

- | | | |
|---|----------------------|---------------|
| *Rossonian Hall | *Lincoln Hills | *Dearfield |
| *Benny Hooper's Casino | *The Dry | *Fort Garland |
| *Welton Street Cafe | *Zion Baptist Church | |
| *Black American West Museum & Cultural Center | | |

COLORADO ACADEMIC STANDARDS ALIGNMENT

High School		
Social Studies		
History	<ol style="list-style-type: none"> 1. Gather and analyze information from a range of qualitative and quantitative sources. 2. Construct and defend a historical argument that evaluates interpretations by analyzing, critiquing and synthesizing evidence from a full range of relevant historical sources. 3. Examine and evaluate issues of unity and diversity throughout world history. 	<p>*Students evaluate historical sources for audience, purpose, point of view, context, and authenticity.</p> <p>*Students understand that the ability to negotiate the complex relationships among change, diversity and unity throughout world history is an essential attribute for professional success in a more interconnected world.</p> <p>*Students use primary and secondary sources to evaluate and develop hypotheses and diverse interpretations of historical events and figures and patterns and trends.</p>
Geography	<ol style="list-style-type: none"> 1. Research and interpret multiple viewpoints on issues that shape policies and programs for resource use and sustainability. 	<p>*Students will understand what the Denver Five Points neighborhood was and how relates to African American history.</p>
Civics	<ol style="list-style-type: none"> 1. Explain the roles and influence of individuals, groups, and the press as checks on government practices. 2. Assess how members of a civil society can impact public policy on local, state, tribal, national, or international issues. 	<p>*Students analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p>
Economics	<ol style="list-style-type: none"> 1. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits. 	<p>*Students apply the economic way of thinking. We assume that people make particular choices because they are responding to the underlying incentives.</p>
Reading, Writing & Communication		
Oral Expression and Listening	<p><i>Ninth Grade</i></p> <ol style="list-style-type: none"> 1. Oral presentations require effective preparation strategies. 	<p>*Students organize and present information regarding the role of advocates and public historians in</p>

	<p>2. Listening critically to comprehend a speaker’s message requires mental and physical strategies to direct and maintain attention.</p> <p>Tenth Grade</p> <ol style="list-style-type: none"> 1. Content that is gathered carefully and organized well successfully influences an audience 2. Effectively operating in small and large groups to accomplish a goal requires active listening. <p>Eleventh Grade</p> <ol style="list-style-type: none"> 1. Verbal and nonverbal cues impact the intent of communication. 2. Validity of a message is determined by its accuracy and relevance. <p>Twelfth Grade</p> <ol style="list-style-type: none"> 1. Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness 2. Effective collaborative groups accomplish goals 	<p>a meaningful way with both verbal and nonverbal cues.</p> <p>*Students collaborate with classmates on ideas through both verbal communication and active listening.</p> <p>*Students create small groups that present short stories of residents who lived in the Five Points neighborhood.</p> <p>*Students collectively discuss what impact African Americans had in Denver’s Five Points neighborhood.</p>
<p>Reading for All Purposes</p>	<p>Ninth Grade</p> <ol style="list-style-type: none"> 1. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison. 2. Increasingly complex informational texts require mature interpretation and study. <p>Tenth Grade</p> <ol style="list-style-type: none"> 1. Literary and historical influences determine the meaning of traditional and contemporary literary texts 2. The development of new ideas and concepts within informational and persuasive manuscripts. 3. Context, parts of speech, grammar, and word choice influence the understanding of literary, persuasive, and informational texts. <p>Eleventh Grade</p> <ol style="list-style-type: none"> 1. Complex literary texts require critical reading approaches to effectively interpret and evaluate meaning. 2. Ideas synthesized from informational texts serve a specific purpose 3. Knowledge of language, including syntax and grammar, influence the understanding of literary, persuasive, and informational texts. <p>Twelfth Grade</p> <ol style="list-style-type: none"> 1. Literary criticism of complex text requires the use of analysis, interpretative, and evaluative strategies. 2. Interpreting and evaluating complex 	<p>*Students read both primary and secondary source documents in order to draw conclusions about the role of public historians in advancing African American rights.</p> <p>*Students use age-appropriate grammar, vocabulary, and punctuation to articulate their arguments.</p> <p>*Students research and develop arguments and counter claims related to the role of advocates and public historians and the jobs that they do in American society.</p> <p>*Students form an understanding of why preserving history is important to our nation’s future.</p>

	informational texts require the understanding of rhetoric, critical reading, and analysis skills.	
Writing and Composition	<p><i>Ninth Grade</i></p> <ol style="list-style-type: none"> Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions. <p><i>Tenth Grade</i></p> <ol style="list-style-type: none"> Literary or narrative genres feature a variety of stylistic devices to engage or entertain an audience. Organizational writing patterns inform or persuade an audience. Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process. <p><i>Eleventh Grade</i></p> <ol style="list-style-type: none"> Stylistic and thematic elements of literary or narrative texts can be refined to engage or entertain an audience Elements of informational and persuasive texts can be refined to inform or influence an audience. Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity. <p><i>Twelfth Grade</i></p> <ol style="list-style-type: none"> Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purposes. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes. Standard English conventions effectively communicate to targeted audiences and purposes. 	<p>*Students research and synthesize ideas across a number of primary and secondary resources in order to develop a well-supported argument.</p> <p>*Students use their research to construct an organized, well-thought out argumentative essay.</p> <p>*Students use examples of African Americans in Colorado to prove their written thesis in an argumentative essay.</p> <p>*Students use their research to create an argumentative essay on the gentrification of Denver’s Five Points neighborhood.</p>
Research and Reasoning	<p><i>Ninth Grade</i></p> <ol style="list-style-type: none"> Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions. Effective problem-solving strategies require high-quality reasoning. 	<p>*Students conduct independent research regarding the professional responsibilities of archives and museums to maintain primary and secondary sources.</p> <p>*Students use primary and</p>

	<p>Tenth Grade</p> <ol style="list-style-type: none"> 1. Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions. 2. An author's reasoning is the essence of legitimate writing and requires evaluating text for validity and accuracy <p>Eleventh Grade</p> <ol style="list-style-type: none"> 1. Self-designed research provides insightful information, conclusions, and possible solutions. 2. Complex situations require critical thinking across multiple disciplines. 3. Evaluating quality reasoning includes the values of intellectual character such as humility, empathy, and confidence. <p>Twelfth Grade</p> <ol style="list-style-type: none"> 1. Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes. 2. Logical arguments distinguish facts from opinions, and evidence defines reasoned judgment. 	<p>secondary sources of multiple mediums such as pictures, charts, graphs, newspaper clippings, and political cartoons.</p> <p>*Students distinguish facts from opinions about social movements and civil rights in history, while using source-materials and evidence to support their own opinions.</p> <p>*Students reflect, refine, and articulate their knowledge and beliefs on what it means to be an advocate and activist.</p>
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Five Points and the Whittier Neighborhood, circa 1920.

High School Extension Capstone Project

In 2020, the Colorado Department of Education mandated that all graduating seniors earn the newly required Graduation Capstone. Fulfilling this component requires students in 9th through 12th grade to perform extensive research on a specific topic, interview specialists in the field, and create a project outside the confines of a traditional classroom assignment that is presented to a wider audience. To fulfill this requirement, high school students in grades 9th-12th can choose *ONE* of the following African American churches to research and present in a paper format:

1. Zion Baptist Church (1865)
2. Shorter A.M.E. Church (1868)
3. The Colored Methodist Episcopal Church (1870)
4. Sacred Heart Catholic Church (1880)
5. Wesley Methodist Church, founded as Beckwourth Chapel (1882)
6. Campbell Chapel African Methodist Episcopal Church (1886)
7. Epworth United Methodist Church (early 1890s)
8. Central Baptist Church (1891)
9. The Church of the Holy Redeemer (1892)
10. St. Stephen Missionary Baptist Church (1900)
11. Scott Methodist Church (1904)
12. People's United Presbyterian Church (1906)
13. Macedonia Baptist Church (1917)
14. New Hope Baptist Church (1922)



Zion Baptist Church circa 1860s

Capstone Project:

1. Creation of a Capstone Project that encompasses the following requirements:
 - a. Annotated Bibliography
 - b. Primary and secondary sources
 - c. Process Paper that discusses the project timeline from creation to completion
 - d. An interview or multiple interviews of professionals in the field, to also include historians, judges, persons holding a PhD, or an eye witness of an event.
 - e. A project panel of judges who assess the student and their project based on a formal rubric.
 - f. A passing grade of a “C” or higher in the literacy capstone course.

Student and Teacher Resources
Provided by: Dr. Kelly Cvanciger & Dr. Kayla Gabehart

Websites:

<https://history.denverlibrary.org/neighborhood-history-guide/five-points-whittier-neighborhood-history>

Denver Public Library

<https://www.fivepointsbid.com/history---culture>

Five Points Business Improvement District

<https://www.uhealth.org/today/honoring-dr-justina-ford-colorados-first-black-woman-doctor/>

UC Health Honors Dr. Justina Ford

<https://www.goplaydenver.com/neighborhood-ties-five-points/>

Neighborhood Ties: Five Points

<https://www.pewresearch.org/social-trends/fact-sheet/facts-about-the-us-black-population/>

Pew Research

<https://www.historycolorado.org/black-history-heritage>

Exhibitions and Experiences from History Colorado

<https://www.historycolorado.org/primary-source-sets>

Primary Source Sets from History Colorado

<https://www.coloradohistoricnewspapers.org/?a=cl&cl=CL2.1905.01&sp=DST&e=-----en-20--1--txt-txIN-----0->

The Statesman, historic Black newspaper from Colorado Historic Newspapers

<https://www.coloradohistoricnewspapers.org/?a=cl&cl=CL1&sp=DSR&e=-----en-20--1--txt-txIN-----0->

The Denver Star, historic Black newspaper from Colorado Historic Newspapers

<https://libraryweb.coloradocollege.edu/library/specialcollections/Colorado/BlackHistory.html>

Colorado Springs Black History Special Collections from Colorado College Tutt Library

<https://roadtrippers.com/magazine/driving-tour-of-colorados-black-history-trail/>

Colorado's Black History Trail Guide from *Roadtrippers*

<https://libguides.colorado.edu/BlackHistoryMonth>

Black History Resources from University of Colorado Boulder

<https://www.blackpast.org/african-american-history-american-west/african-american-history-american-west-primary-documents-0/>

African American History in the American West: Primary Documents from BlackPast

<https://coloradocollege.libguides.com/c.php?g=985263&p=7125769>

African American History in The West Guides from Colorado College Tutt Library

<https://history.denverlibrary.org/five-points-whittier-neighborhood-history>

Five Points-Whittier Neighborhood History from Denver Public Library Special Collections and Archives

<https://www.nps.gov/places/dearfield-colorado.htm>

Dearfield, Colorado from the National Park Service

<https://blog.poudrelibraries.org/2022/02/fort-collins-black-history/>

Fort Collins Black History from Poudre Libraries

<https://history.denverlibrary.org/research?qt-guides=4#qt-guides>

Collections at the Blair-Caldwell African American Research Library

<https://history.weldgov.com/County-150/Weld-County-Towns/Dearfield-Colorado>

Dearfield, Colorado from History of Weld County

<https://www.museumofwesternco.com/history/juneteenth-and-early-black-settlers-in-colorado/>

Juneteenth and Early Black Settlers in Colorado from Museums of Western Colorado

<https://www.smithsonianmag.com/history/lesser-known-history-african-american-cowboys-180962144/>

“The Lesser-Known History of African American Cowboys,” from *Smithsonian Magazine*, by Katie Nodjimbadem

<https://csurams.com/news/2023/2/1/general-the-timeline-of-black-history-of-colorado-state-athletics>

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Wagner, Tricia Martineau. 2007. *African American Women of the Old West*. Rowman and Littlefield.

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Williams, Nancy K. 2023. *Black Cowboys and Early Cattle Drives: On the Trails from Texas to Montana*. Arcadia Publishing.

Lesson Plan Resource Packet



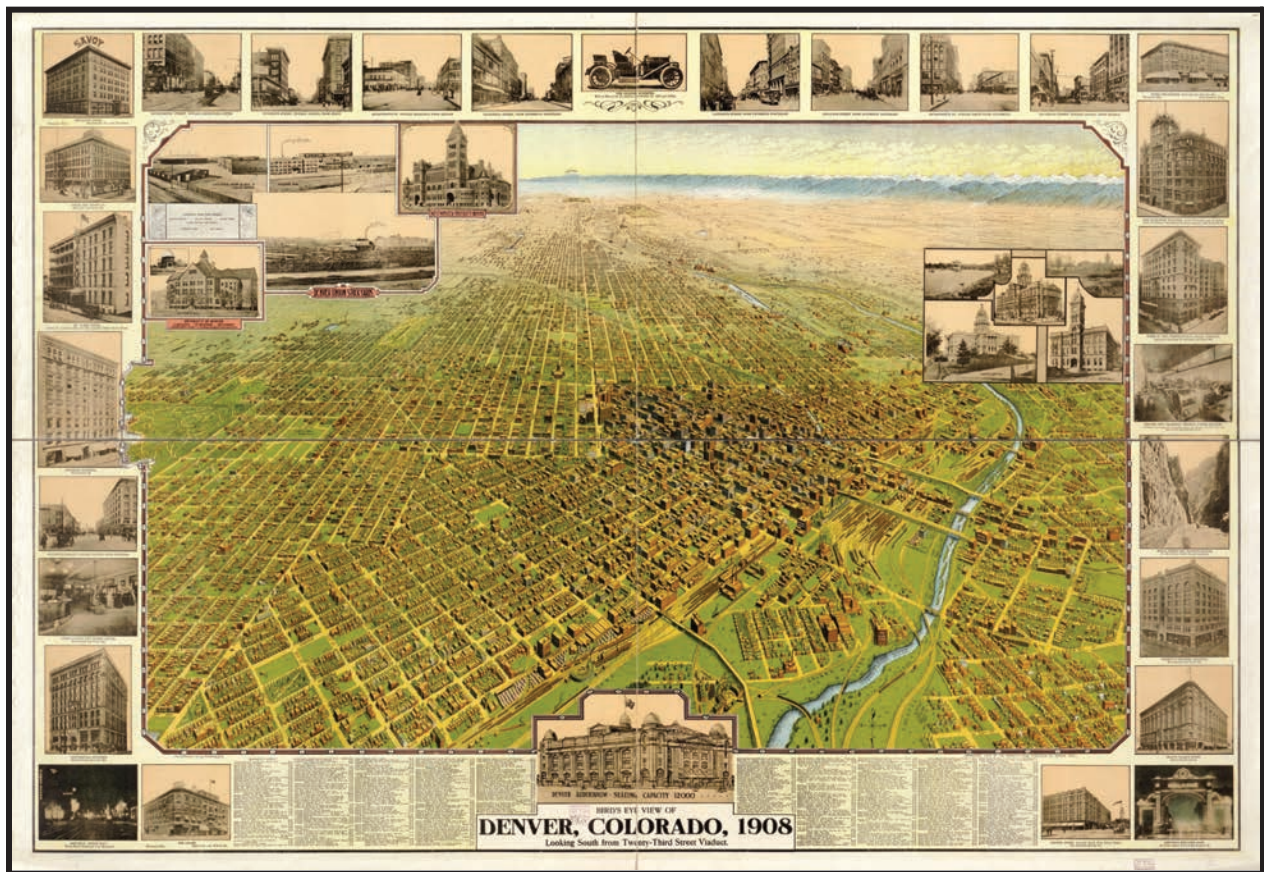
A view of Stout Street and 29th. Image courtesy Stephen H. Hart Library & Research Center, History Colorado.

Guided Primary Source Activity

Using the photographs on pages 17-21 of this resource packet, students will be able to complete the following graphic organizer.

Photo	What do you see in the photo? Make a list!	What did you learn from the caption and summary?	How does this help you understand the history of Five Points?
Photo #1			
Photo #2			
Photo #3			
Photo #4			
Photo #5			

Photo #1



Birds Eye View of Denver circa 1908. Library of Congress, Geography and Map Division.

This Bird's Eye View of Denver showcases some of the most famous buildings constructed downtown. The outer borders of the map includes the Oxford Hotel, the Adams Hotel, Denver's Welcome Arch, the Brown Palace Hotel, the Ernest & Cranmer Building, and the Exchange Building. A legend at the bottom of the map displays the street names.

Source:

Birdseye View Publishing Co, and Denver Lith. Co. Bird's eye view of Denver, Colorado. [Denver 1908, 1908] Map. <https://www.loc.gov/item/75693133/>

Photo #2



Niederhut Carriage Company. Image courtesy of History Colorado.

The Niederhut Carriage Company was a family run business in Five Points, founded by brothers Henry and William. Born in Germany, the brothers immigrated to the United States and settled in Denver's Five Points neighborhood, opening their company in the 1880s. The Carriage Company remained open until 1972.

Source:

Denver Public Library. The Five Points-Whittier Neighborhood History. Denver Public Library Special Collections and Archive.
<https://history.denverlibrary.org/neighborhood-history-guide/five-points-whittier-neighborhood-history#sid-5663>

Photo #3



Clarence Holmes and the Colorado-Wyoming Branch of the NAACP. Courtesy of the Denver Public Library.

Clarence Holmes settled in Five Points in 1920, opening a dental office on Welton Street. An advocate for equal rights well before the Civil Rights era, Mr. Holmes founded the Glenarm YMCA, helped organize the Cosmopolitan Club, and was a devout member of the St. John's Episcopal Church.

Source:

Denver Public Library. The Five Points-Whittier Neighborhood History. Denver Public Library Special Collections and Archive.
<https://history.denverlibrary.org/neighborhood-history-guide/five-points-whittier-neighborhood-history#sid-5663>

Photo #4



Mallard's Grocery Store owned by Reverend David West Mallard. Courtesy of Denver Public Library.

Reverend David West Mallard moved to Denver's Five Points neighborhood in the 1930s. He owned several businesses including Mallard's Grocery Store, a restaurant, and cleaning business. In the picture Reverend Mallard is pictured with his wife Virginia and an unidentified man. He received a business license to open the grocery store in 1949.

Source:

American Association of Geographers. On the Map: Denver's Five Points and Whittier neighborhoods.

<https://www.aag.org/on-the-map-denvers-five-points-and-whittier-neighborhoods/>

Photo #5



Dr. Justina Ford. Courtesy of the Denver Public Library.

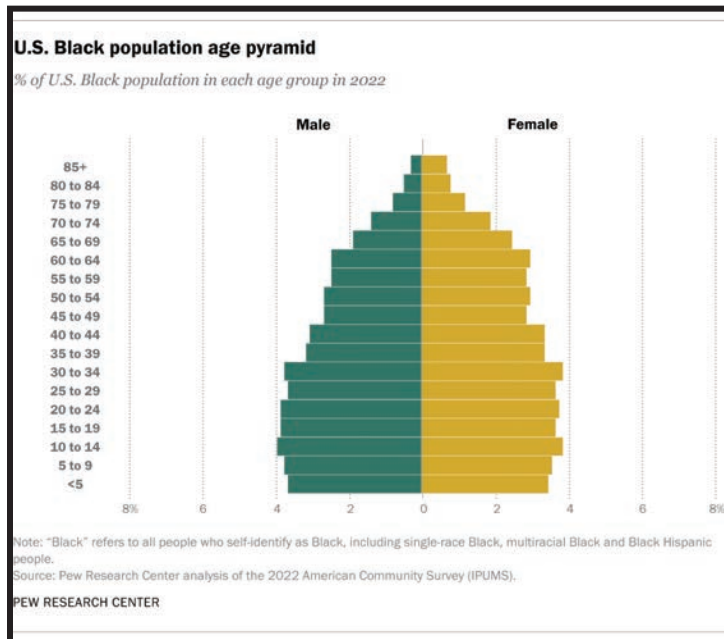
Moving to Denver in 1902, Dr. Justina Ford was not permitted to practice with her medical license in Denver-area hospitals. Defying the odds, Dr. Ford began a fifty year career, delivering over 7,000 babies from the confines of her home in the Five Points neighborhood. Never accepted into the American Medical Association, Dr. Justina Ford focused her efforts on the needy of Denver, not allowing the color of one's skin to influence the medical care they received.

Source:

McCrimmon, Katie Kerwin. *Honoring Dr. Justina Ford: Hospitals barred the Black woman doctor. So, for 50 years, she practiced medicine at home and delivered 7,000 babies.* University of Colorado Health. 2024.

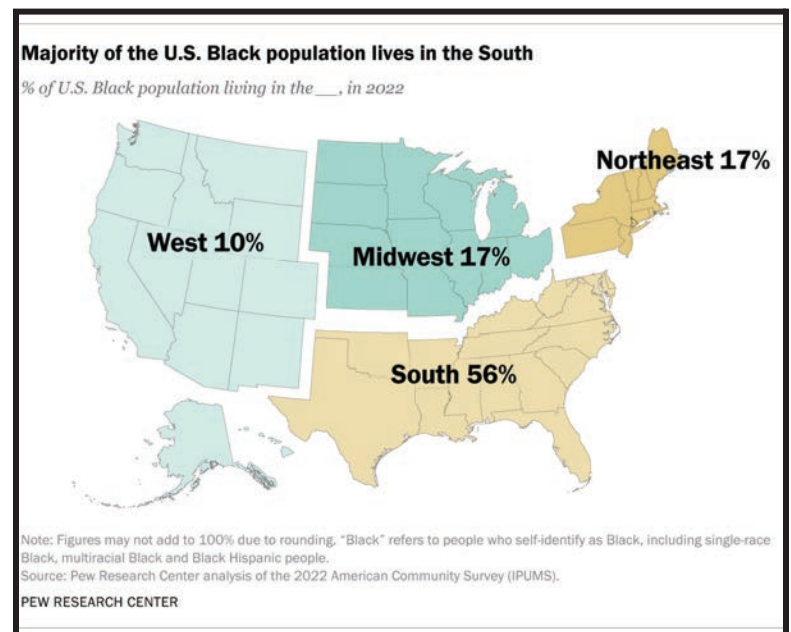
<https://www.uchealth.org/today/honoring-dr-justina-ford-colorados-first-black-woman-doctor/>

INTERPRETING A GRAPH -STIMULUS QUESTIONS

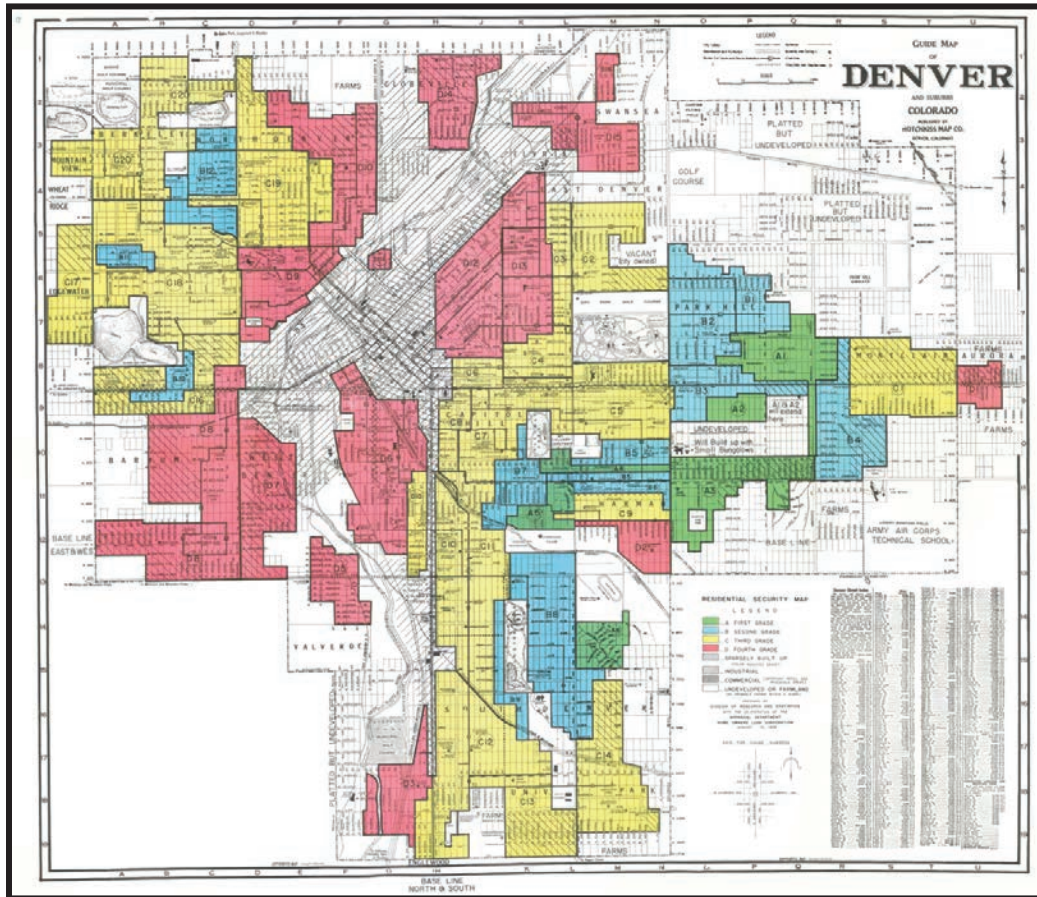


Using the graph, answer the following questions:

- Identify ONE trend in the top graph.
- Explain why the trend identified in "A" persists today. Use at least 2 pieces of evidence from your knowledge of United States history to affirm your explanation.
- Explain how the Great Migration contributed to the movement of African Americans westward.
- Identify and explain ONE factor that limits African American movement westward today. Use data from the map to support your claim.



WHAT IS REDLINING?



Denver's 1934 Residential Map. Courtesy of Denver Public Library Digital Collections.

Use the following websites to address the following questions.

Websites:

<https://dsl.richmond.edu/panorama/redlining/map/CO/Denver/areas#loc=14/39.7248/-105.0275>

Redlining interactive map sponsored by the University of Richmond

<https://denverite.com/2016/10/24/can-see-redlinings-lasting-impacts-denver/>

Denverite article on the history of Redlining in Denver

Guiding questions:

1. Define redlining.
2. How was redlining used in Denver neighborhoods during the 1930s?
3. Explain how redlining leads to racism, segregation, and income inequalities.
4. What steps has Denver taken to eliminate historic redlining in the city?
5. How can civic engagement in the 21st century ensure redlining never occurs again in Denver? Explain your response.

Black History in Colorado-Semester Series

Introduction

This curriculum is designed to allow students to explore Black history of Colorado through places. It is structured as a semester-long, week-by-week project designed to be scaffolded based on grade level and desired complexity. This curriculum could also be condensed to a smaller time frame, single lessons may be adapted for use and not others, or educators may choose to do portions of this curriculum across a number of years. It is designed to give educators the freedom to tailor it to their classroom needs.

The focus of this curriculum is *place*. *Places* are as much a primary source as any document. This curriculum focuses on the Black American West Museum & Heritage Center, located in the home of the late Justina Ford. This is by no means the only location that may be of significance to Black history in Denver, but is one that is notable. Other places to explore are Lincoln Hills, the Rossonian Hotel, the Five Points neighborhood, Dearfield, the Barney Ford House, and the Buffalo Soldiers exhibit at the Fort Garland Museum. The point is that history lives on in places, and it is important that students understand and embrace that.

Week 1: Introducing Black History in Colorado

Educators should introduce the idea of a Black history unique to Colorado.

Individually and/or in groups, students should conduct preliminary research on this. This is a great place to use Wikipedia for establishing baseline knowledge. Students should report: What questions do you have? What interests you about this topic(s)? Where do you feel you need to explore more to understand this?

Students should discuss in small groups to scaffold one another's preliminary knowledge.

Week 2-3: Mapping Early Black History in Colorado

Black history in Colorado cannot be well-understood without understanding a much longer Black history in the larger United States. Students must also understand how a large Black population came to settle in Colorado. Students should research this history, including, but not limited to: colonial slavery, the three-fifths compromise, Crispus Attucks, Sally Hemings, the cotton gin, the Fugitive Slave Act, the American Civil War, the Emancipation Proclamation, Plessy v. Ferguson, Reconstruction, Black codes, Harriet Tubman, Frederick Douglass, the Great Migration, Buffalo Soldiers, La Amistad, Sojourner Truth, the Ku Klux Klan, HBCUs, just to name a few.

Students should then create a timeline of these events and select a single event/topic to present in-depth to the class for a collective deeper understanding. Educators may choose to create a class repository to store this knowledge as reference points for students.

Week 4-5: Understanding Black Life in the West

Life was different for Black Americans in different regions of the country following the abolition of slavery. Cowboy and western culture in the West appealed to many newly-free Black Americans.

In small groups, students should research the state of Black life in the various regions of the country following the Emancipation and the passage of the 13th, 14th, and 15th Amendments and prior to 1900. Why was the West appealing? How were racial dynamics different in different regions of the country? Why? Students should use maps to help visualize these differences and present their findings.

Week 6-7: A Post-Slavery American Economy and Political System

Prior to the abolition of slavery, the American South relied on slave labor to exist as an economically powerful region of the United States. After Black Americans are freed and become citizens, these dynamics shift. A huge number of Black Americans also migrate north and west, particularly following the end of Reconstruction. A large number of Black American are also elected to hold various public offices.

Students should assess how these demographic changes impacted the economy of the United States and how these changes impacted the U.S. as a partner in a global economy. Students should also assess how these shifts in political representation change American politics, and what the consequences are of such rapidly changing trends in economics and politics.

Students should research and report their results in economic terms and attempt to understand how these trends fit into the larger industrialization of the United States in the 18th-20th centuries. This will also require background research on industrialization and economic change.

Week 8-9: Post-Reconstruction—"Separate But Equal"

The end of Reconstruction meant the introduction of new forms of racism and discrimination in the United States, including black codes, poll taxes, the "separate by equal" doctrine, and Jim Crow Laws, particularly after the Plessy v. Ferguson decision. Why did Reconstruction end? What were the consequences? What were some of the positive dynamics that came from Reconstruction that ended? How does this impact Black American in the 20th and 21st centuries?

After preliminary research, as a class, students should build a digital resource that helps others understand the end of Reconstruction through the Brown v. Board of Education decision. This might take the form of a website. In small groups, students create various pages of the websites or components of another digital resource.

Week 10-12: Black Life in 19th and 20th Century Colorado and History as Place

Black life flourished in many ways in Colorado in the 19th and 20th centuries, though Black Americans still faced intense racism and discrimination. Even so, Black culture in Denver and wider Colorado was incredibly rich. What national dynamics were at play? What was the result?

Individually, students should research the Black history in Colorado, its major figures, places, and issues, including: Five Points, the Rossonian, Lincoln Hills, Justina Ford, Barney Ford, Dearfield, Julia Greeley, Clara Brown, James Beckwourth, Lena Horne, Madame C.J. Walker, Oliver Toussaint “O.T.” Jackson, and others.

As a class, students should visit (if possible), schedule a virtual presentation of, or research the Black American West Museum, or another place that students are interested in regarding the relationship of the Black history in Colorado to places. Be sure to look for local places that you may be able to visit in your own communities.

Students should take photos and notes to compile into a visual presentation of their place-based experience.

Week 13: The Civil Rights Movement

The Civil Rights Movement set the stage for modern Black life in the United States. Students should select a single event of the Civil Rights Movement and present it in detail, including how Colorado’s own history during the Civil Rights Movement fits in.

Week 14-15: Modern-Day Black Issues

While we made great strides as a nation towards Black equality during the Civil Rights Movement, many issues regarding discrimination, oppression, and inequities persist. In small groups, students should research these issues, their roots, how they were influenced by the Civil Rights Movement, and why issues remain. Where does Colorado fit in?

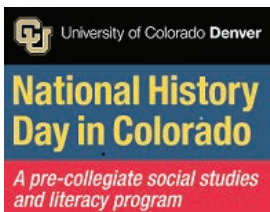
In small groups, they should propose policy solutions to ongoing problems that consider the nuances of these issues, both historical and contemporary.

Week 16: Finalizing a Class Repository

Along the way, as a collective unit, the class has been developing resources that contribute to collective learning. In small groups, students will be responsible for compiling one of the above units in a digital repository of some kind to be used by them and future students.



Colorado Humanities
coloradohumanities.org



National History Day in Colorado
University of Colorado Denver
nationalhistorydayincolorado.org