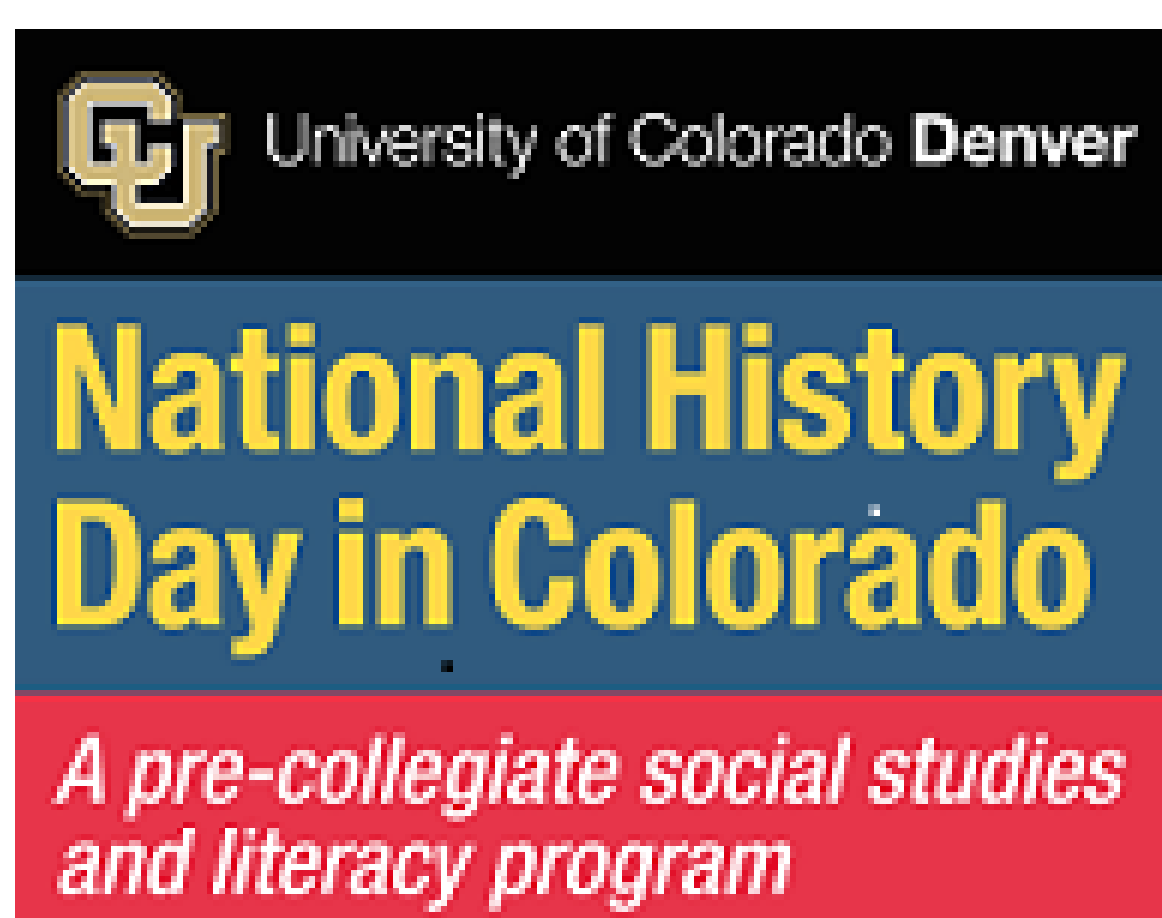




Celebrating the Contributions of Distinctive Women

A K-12 National History Day in Colorado
social studies and literacy curriculum



**Colorado Women's Hall of Fame:
Celebrating the Contributions of Distinctive Women**

WHO ARE WE?

**A COLORADO WOMEN'S HALL OF FAME SOCIAL STUDIES
AND LITERACY CURRICULUM**

**Exploring the stories of the women who shaped our state
and the nation's history with courage, leadership,
intelligence, compassion, and creativity through project-
based and experiential learning.**

**Includes tailored, adaptable lessons for grades Pre-
K through 12.**

Inspire-Honor-Preserve

Table of Contents

Preserving the Histories of Colorado’s Women	2
Education Program	3
Preschool and Kindergarten	4
COLORADO ACADEMIC STANDARDS ALIGNMENT	5
First Grade	6
COLORADO ACADEMIC STANDARDS ALIGNMENT	7
Second Grade.....	8
COLORADO ACADEMIC STANDARDS ALIGNMENT	9
Third Grade	10
COLORADO ACADEMIC STANDARDS ALIGNMENT	11
Fourth Grade.....	12
COLORADO ACADEMIC STANDARDS ALIGNMENT	13
Fifth Grade.....	14
COLORADO ACADEMIC STANDARDS ALIGNMENT	15
Middle School (6th-8th Grade)	17
COLORADO ACADEMIC STANDARDS ALIGNMENT	18
High School (9th-12th grades)	22
COLORADO ACADEMIC STANDARDS ALIGNMENT	23
High School Extension: Capstone Project.....	27

Preserving the Histories of Colorado's Women

While most of history has been written by the men as victors of war and circumstance, standing beside every man is a strong woman, offering guidance, a varying point of view, and a critical lens through which we view our shared history.

Every year, across Colorado, women influence our political, social, economic, and intellectual environment. With careers in education, law, medicine, business, politics, and social activism, women shape the landscape that makes Colorado unique. Representing various races, backgrounds, career choices, and religious beliefs, the lives of these extraordinary women are shining examples of what can be achieved with passion, commitment, spirit, and the willingness to stand tall in the face of adversity.

Created in 1985, the Colorado Women's Hall of Fame has inducted 172 women trailblazers, visionaries, women of courage, glass-ceiling breakers, innovators, and rule changers in all walks of life. Their contributions span Colorado's colorful and storied history, reach to its four corners, and have spread to touch our nation and our world.



Colorado Women's
Hall of Fame

CONTACT US

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Education Program

The **Colorado Women's Hall of Fame** *WHO ARE WE?* Curriculum is designed for students in grades preschool and kindergarten all the way 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 women through topics that are of personal interest to them.

Following completion of a grade-level specific lesson, students then complete the **HIGH SCHOOL CAPSTONE PROJECT**. This sub-lesson asks students to analyze a Colorado Hall of Fame Recipient 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 INSPIRE, HONOR, and PRESERVE women who have contributed to Colorado history.

The final component of the **EDUCATION PROGRAM** is the **ASSEMBLY**. The **Colorado Women's Hall of Fame** will wrap up the education program experience with a visit to your school, complete with an interactive exhibit showcasing the Portrait Gallery of Inductees. Additionally, upon request, students will be able to ask questions of living inductees with presentations from the Colorado Women's Hall of Fame Speaker Bureau Series.

The **Colorado Women's Hall of Fame** *WHO ARE WE* 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 the Colorado Women's Hall of Fame is to educate students on the contributions of women in American history in a meaningful way, in an effort to INSPIRE, HONOR, and PRESERVE our shared history.



Colorado Women's
Hall of Fame

Preschool and Kindergarten

WHO ARE WE?

Women in our Daily Lives

WHAT DOES IT MEAN TO BE A WOMAN?

Students will research what it means to be a woman. Why is it important to have equal participation in society, advocate for equality, and elevate one another?

SUGGESTIONS FOR READING

Introduce students to words and phrases within the following documents:

- Olympe de Gouges, The Declaration of the Rights of Woman (September 1791)
 - *“Your strength”*
 - *“Mothers, daughters, sisters, and representatives”*
 - *“Sacred rights of women”*
 - *“Equal to man”*
 - *“Born free”*
 - *“Liberty”*
 - *“Justice”*
 - *“Equality”*

FURTHER QUESTIONING

- What does it mean to be a woman?
- Why is it important for women to be equal to men?
- What rights do women have in our society?
- What strengths do women in your lives exhibit every day?
- Why is it important to listen to everyone’s opinions?

PROJECT-BASED LEARNING ACTIVITY

Discuss these words, phrases, and questions as a group. Then encourage students to write, draw, or graphically depict what they think these words mean, and why it is important to honor women in our lives.

EXTENSION: Have students draw pictures of important women in their lives and list words that describe the women. Provide an opportunity for the students to hang up their drawings and invite family members in for a gallery walk.

COLORADO ACADEMIC STANDARDS ALIGNMENT

Preschool and Kindergarten		
Social Studies		
History	<ol style="list-style-type: none"> 1. Recognize change and sequence over time 2. Ask questions, share information and discuss ideas about the past 	*Students understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.
Geography	<ol style="list-style-type: none"> 1. Develop spatial understanding, perspectives, and connections to the world. 2. People belong to different groups and live in different settings around the world that can be found on a map or globe. 	*Students identify and sort themselves into different and various groups.
Civics	<ol style="list-style-type: none"> 1. Individuals have unique talents but also work with others in groups 2. Rules and their purpose in allowing groups to work effectively. 	*Students understand that individuals are part of different groups for different reasons, why cooperation is important, and why rules are important in managing groups.
Reading, Writing & Communication		
Oral Expression and Listening	<ol style="list-style-type: none"> 1. Conceptual understanding conveyed through vocabulary words can occur using a variety of modalities. 2. Listening and comprehension skills are required to be clearly understood. 3. Oral communication skills re built within a language-rich environment 	<p>*Students are presented with words from primary source documents via speaking and writing, and made to understand their conceptual meanings.</p> <p>*Students use new words to expand their phonemic understanding of that word.</p>
Reading for All Purposes	<ol style="list-style-type: none"> 1. Print conveys meaning. 2. Symbol, object, and letter recognition is a fundamental of reading and requires accuracy and speed 	*Students explore words, attempt to sound them out, spell them, and use them.
Writing and Composition	<ol style="list-style-type: none"> 1. Pictures express ideas 2. Letters are formed with accuracy 3. Appropriate mechanics and conventions are used to create simple texts 	*Students express their understanding of group membership through writing and artistic, pictorial modalities.
Research and Reasoning	<ol style="list-style-type: none"> 1. Relevant information is different from non-relevant information 	Students decided why certain things are important to them, and others are not.

First Grade

WHO ARE WE?

Trailblazers

WHAT DOES IT MEAN TO BE A TRAILBLAZER?

Students will identify one notable woman from the Colorado Women's Hall of Fame who was a trailblazer during Colorado's early history. What characteristics do trailblazers exemplify?

SUGGESTIONS FOR READING

Introduce students to documents written by trailblazers, for example:

- *19th Amendment to the Constitution*
 - 66th Congress of the United States
- *Women of Consequence*
 - Jeanne Varnell
- *Women's Right to Suffrage*
 - Susan B. Anthony

FURTHER QUESTIONING

- Compare this person to a modern trailblazer who you think exemplifies the same qualities.
- Who do you think individuals will study in 100 years? Why?
- What qualities do trailblazers share?
- What can you do to be a trailblazer in your community and make positive change?

PROJECT-BASED LEARNING ACTIVITY

After performing research on trailblazers in the United States, students will select one Colorado woman that exemplifies the characteristics of a trailblazer, and present them to their classmates via written report, graphic display, acting, or some other chosen form of presentation.

Examples of Colorado Trailblazers:

- | | |
|----------------------------|----------------------|
| ● Dr. Alida Cornelia Avery | ● Eliza Routt |
| ● Elizabeth Piper Ensley | ● Martha Maxwell |
| ● Anne Evans | ● Louie Croft Boyd |
| ● Mary Elitch Long | ● Clara Brown |
| ● Fannie Lorber | ● Owl Woman |
| ● Mary Rippon | ● Amache Prowers |
| ● Chipeta | ● Sarah Platt Decker |

COLORADO ACADEMIC STANDARDS ALIGNMENT

1st Grade		
Social Studies		
History	<ol style="list-style-type: none"> 1. Demonstrate curiosity about patterns from the past 2. Identify information from primary and secondary sources that answer questions about patterns and chronological order of events from the past. 3. Describe the characteristics of a community and how they are influenced by the environment. 	<p>*Students ask questions and discuss ideas about patterns and chronological order of events from the past.</p> <p>*Students describe how diverse perspectives and traditions of families from many cultures have shaped the United States.</p>
Geography	<ol style="list-style-type: none"> 1. Apply disciplinary concepts of perspective to identify and reflect upon personal connections and their place in the world. 	<p>*Students recognize that leadership can encompass a number of qualities, represent a number of different groups, and must mediate interests of other groups and their leaders.</p>
Civics	<ol style="list-style-type: none"> 1. Demonstrate knowledge of notable people in the development of our country. 	<p>*Students understand that effective leaders emerge to lead various groups while recognizing important leaders and their contributions.</p>
Reading, Writing & Communication		
Oral Expression and Listening	<ol style="list-style-type: none"> 1. Multiple strategies to develop and expand oral vocabulary 2. Verbal and nonverbal language is used to express and receive information 	<p>*Students are presented with words from primary source documents via speaking and writing, and made to understand their conceptual meaning.</p> <p>*Discussion amongst students about group membership requires both active listening and thought-out answers.</p>
Writing and Composition	<ol style="list-style-type: none"> 1. Exploring the writing process develops ideas for writing texts that carry meaning. 	<p>*Students express their understanding of documents written by famous people, and use them to apply meaning in their own writing.</p>
Research and Reasoning	<ol style="list-style-type: none"> 1. A variety of resources leads to locating information and answering questions of interest. 	<p>*Students begin performing primary source research by looking at famous documents authored by Trailblazers, as well as any additional resources they might find.</p>

Second Grade

WHO ARE WE?

Visionaries

WHAT DOES IT MEAN TO BE A VISIONARY?

Students will identify one notable woman from the Colorado Women's Hall of Fame who was a visionary in their field and impacted Colorado's history. What characteristics do visionaries exemplify?

SUGGESTIONS FOR READING

Introduce students to documents written by visionaries in history:

- Marie Curie, author of *Recherches sur les Substances Radioactives* (1904), *L'Isotopie et les Éléments Isotopes* and *Traité' de Radioactivité* (1910).
- Mary Wollstonecraft, author of *The Vindication of the Rights of Women* (1792)
- Rachel Carson, author of *Silent Spring*
- Angella Nazarian, author of *Visionary Women*

FURTHER QUESTIONING

- What qualities do visionaries share?
- What can you do to be a visionary in your community when you are older?
- How do visionaries change the future?
- What type of profession can you enter to become a visionary?
- Compare this person to a modern visionary who you think exemplifies the same qualities.

PROJECT-BASED LEARNING ACTIVITY

After performing research on visionaries around the globe, students will select one Colorado woman that exemplifies the characteristics of a visionary, and make a storyboard to place on a timeline that a teacher will be able to display in the classroom. The storyboard should contain a picture of the visionary, the dates of their life, a brief description of the person, and a summary that addresses why the student believes the person should be labeled as a visionary.

Examples of Colorado Visionaries:

- | | |
|----------------------------|-------------------------|
| ● Mary Lou Anderson | ● J. Virginia Lincoln |
| ● Mary Mullarkey | ● Judith B. Wagner |
| ● Kristi Anseth, PhD | ● Justina Ford, MD |
| ● Juana Bordas | ● Marion Downs |
| ● Arlene Vigil Kramer, EdD | ● Florence Sabin, MD |
| ● Maria Guajardo, PhD | ● Kristina Johnson, PhD |

COLORADO ACADEMIC STANDARDS ALIGNMENT

2nd Grade		
Social Studies		
History	1. Students will identify people in the past that influenced the history of neighborhoods and communities.	*Students analyze how new ideas changed the neighborhoods and communities of the past and today.
Geography	1. Analyze different texts to compare and contrast competing theories, points of view, and arguments in the discipline.	*Students apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.
Civics	1. Students will identify and compare multiple ways that people understand and resolve conflicts and differences.	*Students understand what equality, justice, and responsibility look like in the world.
Reading, Writing & Communication		
Oral Expression and Listening	1. Discussions contribute and expand on the ideas of self and others 2. New information can be learned and better dialogue created by listening actively.	*Discussion amongst students about advocating for new ideas requires both active listening and thought-out answers.
Reading for All Purposes	1. Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology 2. Fluent reading depends on specific skills and approaches to understanding strategies when reading literary and informational texts.	*Students begin to explore primary source documents from any different historical periods. *Students begin to utilize their vocabulary and context to help make sense of complex and unfamiliar words.
Writing and Composition	1. Exploring the writing process helps to plan and draft a variety of literary genres and informational texts.	*Students express their understanding of historical documents.
Research and Reasoning	1. Questions are essential to analyze and evaluate the quality of thinking.	*Students begin performing primary source research by looking at documents regarding the advocacy of new ideas.

Third Grade

WHO ARE WE?

Philanthropists

WHAT DOES IT MEAN TO BE A PHILANTHROPIST?

Students will identify one notable woman from the Colorado Women's Hall of Fame who was a philanthropist in their community, impacting Colorado. What characteristics do philanthropists exemplify?

SUGGESTIONS FOR READING

Introduce students to books written by philanthropists in history:

- Stephanie Meyer, author of *The Twilight* series
- Suzanne Collins, author of *The Hunger Games* Series
- JK Rowling, author of the *Harry Potter* series
- Bill Clinton, author of *Giving: How Each of Us Can Change the World*

FURTHER QUESTIONS

- What does it look like to be a philanthropist?
- How can you become a philanthropist at your school?
- What types of donations can philanthropists make to their community?
- What types of groups of people can benefit from philanthropists?

PROJECT-BASED LEARNING ACTIVITY

Students will research the types of organizations that benefit from philanthropists including the Red Cross, UNESCO, Amnesty International, World Wildlife Fund, and Doctors Without Borders. Once they understand how organizations benefit from philanthropy efforts, students will create a poster or brochure that uses one of the inductees from the Colorado Women's Hall of Fame to make a graphic that depicts the organizations that benefited from the philanthropist. The students should conclude their work with an exit ticket that details the overall contributions of the philanthropist to Colorado history.

Examples of Colorado philanthropists:

- | | |
|---------------------------|--------------------------|
| ● Sue Anschutz-Rodgers | ● May Bonfils Stanton |
| ● Minnie L. Harding | ● Augusta Tabor |
| ● Mae Boettcher | ● Margaret “Molly” Brown |
| ● Frances Wisebart Jacobs | ● Alice Bemis Taylor |
| ● Joy S. Burns | ● Arlene Hirschfield |

COLORADO ACADEMIC STANDARDS ALIGNMENT

3rd Grade		
Social Studies		
History	<ol style="list-style-type: none"> 1. Use a variety of sources to distinguish historical fact from fiction 2. People in the past influenced the development and interaction of different communities and regions. 	<p>*Students gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p> <p>*Students distinguish fact from fiction when used to make informed decisions.</p>
Economics	<ol style="list-style-type: none"> 1. Describe and give an example of forms of exchange. 	<p>*Students understand that goods and services are exchanged in multiple ways and are a part of everyday life.</p>
Civics	<ol style="list-style-type: none"> 1. Identify important personal rights in a democratic society and how they relate to others' rights. 2. Describe how local governments provide opportunities for people to exercise their rights and initiate change. 	<p>*Students understand that civic-minded individuals take the opportunity to make positive changes in their community.</p> <p>*Students understand that civic-minded individuals know how personal advocacy and involvement can lead to change in communities.</p>
Reading, Writing & Communication		
Oral Expression and Listening	<ol style="list-style-type: none"> 1. Oral communication is used both informally and formally. 2. Successful group activities need the cooperation of everyone. 	<p>*Discussion of the positive attributes of philanthropy requires both active listening and thought-out answers.</p>
Reading for All Purposes	<ol style="list-style-type: none"> 1. Strategies are needed to make sense of various types of literary genres. 	<p>*Students begin to explore primary and secondary source documents from many different historical periods.</p>
Writing and Composition	<ol style="list-style-type: none"> 1. A writing process is used to plan, draft, and write a variety of literary genres and informational texts 2. Correct grammar, capitalization, punctuation, and spelling, are used when writing. 	<p>*Students practice implementing correct grammar and punctuation through both observation of texts and practice in their own work.</p>
Research and Reasoning	<ol style="list-style-type: none"> 1. Research a topic and sharing findings are often done with others 	<p>*Students begin to perform research by looking at documents and discussing them with classmates.</p>

Fourth Grade

WHO ARE WE?

Activists

WHAT DOES IT MEAN TO BE AN ACTIVIST?

Students will identify key vocabulary terms and actions that people take in order to become an activist in their community. Students will apply their knowledge and select a woman from the Colorado Women's Hall of Fame that exemplifies what it means to be an activist.

SUGGESTIONS FOR READING

- Martin Luther King Jr., author of *Letter from a Birmingham Jail*
- Malala Yousafzai, author of *I Am Malala*
- Helen Kellar, author of *The Story of my Life*
- Elizabeth Cady Scranton, author of *The Declaration of Sentiments*

FURTHER QUESTIONS

- What does it mean to be an activist?
- How can an activist help other people find their voice in the community?
- What types of jobs can activists apply for in the community?
- Do you have to be wealthy to be an activist?

PROJECT-BASED LEARNING ACTIVITY

Students will compose an argumentative essay to an organization, corporation, or politician that asks them to change their stance or practice. In the essay, students will advocate for a specific change, citing evidence from a Colorado activist that they researched, detailing why the change is necessary. Additionally, students will learn how to address and send an envelope with their essay in it to an organization, corporation, or politician. Finally, students will create a protest sign based on their research of a Colorado Activist that portrays what they believe the activist was trying to accomplish.

Examples of Colorado Activists:

- | | |
|------------------------|-----------------------------|
| ● Lily Nie | ● Caroline Spencer, MD |
| ● Carolina Gonzalez | ● Ruth Cousins Denny |
| ● Rachel Bassette Noel | ● Guadalupe Briseno |
| ● Geraldine Grimes | ● Sister Alicia Cuaron, EdD |
| ● Ding-Wen Hsu | ● Mary Ann Kerwin |

COLORADO ACADEMIC STANDARDS ALIGNMENT

4th Grade		
Social Studies		
History	<ol style="list-style-type: none"> Describe both past and present interactions among the people and cultures in Colorado. The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationship to key events in the United States. 	*Historical thinkers can explain why individuals and groups during the same historical period differed in their perspectives.
Geography	<ol style="list-style-type: none"> Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity. 	*Students ask questions about how women activists have changed Colorado.
Economics	<ol style="list-style-type: none"> In a given situation, create a plan of appropriate incentives to achieve a desired result. 	*Students investigate alternative ways to use their resources in terms of advantages and disadvantages in an effort to promote their cause..
Civics	<ol style="list-style-type: none"> Discuss how various individuals or groups influence the way an issue affecting the state is viewed or resolved. 	<p>*Students understand how diverse opinions enrich a community.</p> <p>*Students understand why it is important to research issues and engage in civil debates.</p>
Reading, Writing & Communication		
Oral Expression and Listening	<ol style="list-style-type: none"> A clear communication plan is necessary to effectively deliver and receive information. 	*Discuss amongst students what an activist is, this requires active listening and thought-out answers.
Reading for All Purposes	<ol style="list-style-type: none"> Comprehension and fluency matter when reading literary and informational texts in a fluent way. 	**Students demonstrate comprehension when researching documents from women activists.
Writing and Composition	<ol style="list-style-type: none"> The recursive writing process is used to create a variety of literary genres for an intended audience. Informational and persuasive texts use the recursive writing process. Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader. 	<p>*Students express their understanding of documents written by activists.</p> <p>*Students articulate the main idea and point of view of the activist.</p> <p>*Students practice implementing correct grammar and punctuation through both observation of texts and practices in their own work.</p>
Research and Reasoning	<ol style="list-style-type: none"> Comprehending new information for research is a process undertaken with discipline both alone and within groups. Identifying implications, concepts, and ideas enriches reasoning skills. 	<p>*Students perform research by looking at documents regarding social justice and activism and practice in their own work.</p> <p>*Students understand via research that opposing points of views exist, and make inferences about why this is.</p>

Fifth Grade

WHO ARE WE?

Public Servants

WHAT DOES IT MEAN TO BE A PUBLIC SERVANT?

Students will identify the characteristics of a public servant and the responsibilities undertaken to work for the local, state, or national government then apply their knowledge to the study of Colorado women who spent most of their adult lives as public servants.

SUGGESTIONS FOR READING

- *The Declaration of Independence*
- *Presidential Oath of Office*
- *Congressional Oath of Office*
- *Military Oath of Enlistment*

FURTHER QUESTIONING

- What does it mean to be a public servant?
- Why do we need public servants?
- Do public servants have more important responsibilities than that of everyday citizens?
- Why is taking an oath important?
- Do we take oaths in our daily lives to anybody?
- What is an example of an oath we have with another person?

PROJECT-BASED LEARNING ACTIVITY

In celebration of Veteran's Day, Colorado 5th graders write letters to Veterans in their local community, in support of their service to our great nation. As an extension of that assignment, 5th graders will research a woman inducted into the Colorado Women's Hall of Fame that was a public servant; serving our nation as a politician, civil servant, or in the branch of the military. Once the research phase is completed, students will create a poster mural with their class that will hang on a bulletin board in the school. Photos of CWHF women will hang next to a bio placard created by students that discusses the inductees contribution to our nation as a public servant. In addition, students will be able to read their research into a video that will be presented to the Colorado Women's Hall of Fame for preservation on their website.

Examples of Colorado public servants:

- | | |
|------------------------------|-----------------------|
| ● Madeleine K. Albright, PhD | ● Arie Parks Taylor |
| ● Helen Ring Robinson | ● Mary Lou Makepeace |
| ● Polly Baca | ● Wilma Webb |
| ● Ruth Stockton | ● Eudochia Bell Smith |
| ● Oleta Crain | ● Mary Miller |

COLORADO ACADEMIC STANDARDS ALIGNMENT

5th Grade		
Social Studies		
History	1. Identify and explain multiple perspectives when exploring events, ideas, and issues in United States history.	<p>*Students identify what an oath is and what it means to take one.</p> <p>*Students discuss how the Founding Fathers took an oath to form a new nation, creating the <i>Declaration of Independence</i> and the <i>Constitution</i>.</p>
Geography	1. Analyze how cooperation and conflict among people contribute to political, economic, and social divisions in the United States.	<p>*Students draw evidence from numerous oaths of office to reflect on how people in the United States cooperate in an effort to move the nation forward.</p> <p>*Students analyze local, municipal, and state oaths of office to compare and contrast how public servants contribute to their communities.</p>
Civics	<p>1. Provide examples of group and individual actions that illustrate civic ideals in the founding of the United States.</p> <p>2. Recognize how members of a community rely on each other through a variety of ways when creating rules and norms.</p>	<p>*Students research their local officials and the oaths that they make to their community and share their understanding of the goal of an oath..</p> <p>*Students use the United States military <i>Oath of Enlistment</i> to research and discuss United States involvement in wars from the American Revolution to Operation Enduring Freedom.</p>
Reading, Writing & Communication		
Oral Expression and Listening	<p>1. Effective communication requires speakers to express an opinion, provide information, describe a process, and persuade an audience.</p> <p>2. Listening strategies are techniques that contribute to understanding different situations and serving different purposes.</p>	<p>*Students must formulate an opinion about what it means to be a public servant and describe it to an audience.</p> <p>*Students must plan an oral component of their presentation.</p> <p>*Students must engage in active listening to the presentations of others.</p>
Reading for All Purposes	<p>1. Literary texts are understood and interpreted using a range of strategies.</p> <p>2. Ideas found in a variety of informational texts need to be compared and understood.</p> <p>3. Knowledge of morphology and word relationships matters when reading.</p>	<p>*Students demonstrate comprehension when researching documents.</p> <p>*Students make connections across their sources.</p> <p>*Students tackle difficult texts via reading tools and context clues to increase reading skills.</p>
Writing and Composition	<p>1. The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes.</p> <p>2. The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes.</p> <p>3. Conventions apply consistently when evaluating written texts.</p>	<p>*Students express their understanding of historical documents.</p> <p>*Students articulate the main point of historical documents in their own information.</p> <p>Students practice implementing correct grammar and punctuation through both observation of texts and practice in their own work.</p>

Research and Reasoning	<ol style="list-style-type: none"> 1. High-quality research requires information that is organized and presented with documentation. 2. Identifying and evaluating concepts and ideas have implications and consequences. 3. Quality research requires asking questions and analyzing and evaluating viewpoints. 	<p>*Students perform research by looking at our public servant's oaths of office and discuss them with classmates.</p> <p>*Students understand via research that opposing points of view exist, and make inferences as to why this is.</p> <p>*Students display their acquired knowledge in a meaningful way.</p>
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Wilma J. Webb, 1991 Inductee



Polly Baca, 2000 Inductee

Middle School (6th-8th Grade)

WHO ARE WE?

Artists and Athletes

WHAT DOES IT MEAN TO BE AN ARTIST OR ATHLETE?

Students will explore what it means to be knowledgeable and skilled in a refined field, from art to athletics. What does it take for a person to excel in the field of art or athletics? Students will identify one notable woman from Colorado history that was an artist or athlete.

SUGGESTIONS FOR READING

- *Great Women Artists* by Phaidon Editors
- *The Trouble with Women Artists: Reframing the History of Art* by Laure Adler & Camille Vieville
- *Fierce* by Aly Raisman
- *Fast Girls* by Elise Hooper

FURTHER QUESTIONING

- What types of skills are needed to be an artist or athlete?
- Are any of the required skills to be an artist the same as being an athlete?
- Which one would you prefer to be, an artist or an athlete?
- How do artists express themselves through their work?
- Should athletes be concerned with how society perceives them?

PROJECT-BASED LEARNING ACTIVITY

Students will create a National History Day (NHD) project based on the annual theme. The NHD project will encompass the achievements of a Colorado artist or athlete inducted into the Colorado Women's Hall of Fame. 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 the artist or athlete. Students will be able to enter their project in a regional contest held annually in Colorado.

Examples of Artists and Athletes:

- | | |
|-------------------------|-------------------------------------|
| ● Eppie Archuleta | ● Evie Dennis, EdD |
| ● Anna Lee Aldred | ● Portia Mansfield |
| ● Helen Bonfils | ● Mildred "Babe" Didrikson Zaharias |
| ● Gudren "Gudy" Gaskill | ● Mildred Pitts Walter |
| ● Charlotte Perry | ● Ceal Barry |

COLORADO ACADEMIC STANDARDS ALIGNMENT

6th Grade		
Social Studies		
History	<ol style="list-style-type: none"> 1. Analyze primary and secondary sources while formulating historical questions. 2. 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"> 1. 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"> 1. 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 athletic events and the influence of art.</p>
Reading, Writing & Communication		
Oral Expression and Listening	<ol style="list-style-type: none"> 1. Successful group discussions require planning and participation by all. 	<p>*Discussion amongst students about what makes a person an athlete or artist. So athletes and artists have similar characteristics?</p>
Reading for All Purposes	<ol style="list-style-type: none"> 1. Understanding the meaning within different types of literature depends on properly analyzing literary components. 2. Organizing structure to understand and analyze factual information 3. 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 collegiate and professional athletes. How does a person become a professional athlete?</p>
Writing and Composition	<ol style="list-style-type: none"> 1. Writing literary genres for intended audiences and purposes requires ideas, organization, and voice. 2. Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice development. 3. 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 though both observations of texts and practice in their own work.</p>

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

Writing and Composition	<ol style="list-style-type: none"> 1.Composing literary and narrative texts that incorporate a range of stylistic devices demonstrates knowledge of genre features. 2.Organization is used when composing informational and persuasive texts. 3.Editing writing for proper grammar, usage, mechanics, and clarity improves written work. 	<p>*Students demonstrate professional, information writing via presentations of their research.</p> <p>*Students use correct grammar and punctuation through both observations of texts in their own work.</p>
Research and Reasoning	<ol style="list-style-type: none"> 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. 	<p>*Students perform research by looking at documents written by athletes and artists and discussing them with classmates.</p> <p>*Students research, analyze, and document information across sources to construct unbiased questions and hypotheses.</p>

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 and 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, how much many artists can make versus their athletic counterparts.</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 citizens.</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 to and context clues to understand complex materials and synthesize across materials.</p> <p>*Students research primary and secondary source documents and draw supported, unbiased conclusions across them.</p>
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 whether or not they prefer to be an artist or an athlete.</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>



Helen Bonfils, 1985 Inductee

High School (9th-12th grades)

WHO ARE WE?

Professionals: Educators, Business Women, Media Specialists, Scientists, Healthcare Providers, Law Enforcement Agents

WHAT DOES IT MEAN TO BE A PROFESSIONAL?

Students will uncover characteristics of professionals, including terminology related to becoming a professional in an industry such as teaching, writing, business, medicine, and law. Students will identify common traits exemplified by professional women, focusing on their keys to successful careers in their field.

SUGGESTIONS FOR READING

- *Nice Girls Don't Get the Corner Office* by Lois Frankel
- *Becoming* by Michelle Obama
- *Educated* by Tara Westover
- *Minority Leader* by Stacy Abrams
- *Ruth Bader Ginsberg: A Life* by Jane Sherron de Hart

FURTHER QUESTIONING

- What does the path look like to become a professional?
- What types of jobs do professional women do?
- What types of qualifications does a person need to become a professional?
- Why are professionals due respect in their fields?
- Who are professional women in your life?

PROJECT-BASED LEARNING ACTIVITY

Students will create a National History Day (NHD) project based on the annual theme. The NHD project will encompass the achievements of a Colorado professional inducted into the Colorado Women's Hall of Fame. 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 Colorado professionals:

- | | |
|-----------------------|-------------------------|
| ● Caroline Bancroft | ● Philippa Marrack, PhD |
| ● Zita Weinshienk | ● Christine Arguello |
| ● Edwina Hume Fallis | ● Susan O'Brien |
| ● Martha Urioste, PhD | ● Reynelda Muse |
| ● Fay Matsukage | ● Elinor Greenberg, EdD |

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 how professionals can use their resources to impact issues in their community.</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. 2. Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention. <p><i>Tenth Grade</i></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><i>Eleventh Grade</i></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><i>Twelfth Grade</i></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>*Students organize and present information regarding the role of women as professionals in 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 the resumes of professional women, listing their educational, accomplishments, and future goals.</p> <p>*Students collectively discuss what qualifications exist to be labeled as a professional.</p>
Reading for All Purposes	<p><i>Ninth Grade</i></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><i>Tenth Grade</i></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><i>Eleventh Grade</i></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>*Students read both primary and secondary source documents in order to draw conclusions about the role of professionals in American society.</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 professionals and the jobs that they do in American society.</p> <p>*Students form an understanding of the "glass ceiling" and why it is harder for women to enter certain professions.</p>

	<p><i>Twelfth Grade</i></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 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"> 1. Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language. 2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support. 3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions. <p><i>Tenth Grade</i></p> <ol style="list-style-type: none"> 1. Literary or narrative genres feature a variety of stylistic devices to engage or entertain an audience. 2. Organizational writing patterns inform or persuade an audience. 3. 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"> 1. Stylistic and thematic elements of literary or narrative texts can be refined to engage or entertain an audience. 2. Elements of informational and persuasive texts can be refined to inform or influence an audience. 3. Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity. <p><i>Twelfth Grade</i></p> <ol style="list-style-type: none"> 1. Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purposes. 2. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes. 3. Standards 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 professional writers to prove their written thesis in an argumentative essay.</p>

Research and Reasoning	<p><i>Ninth Grade</i></p> <ol style="list-style-type: none"> 1. Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions. 2. Effective problem-solving strategies require high-quality reasoning. <p><i>Tenth Grade</i></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><i>Eleventh Grade</i></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 value of intellectual character such as humility, empathy, and confidence. <p><i>Twelfth Grade</i></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>*Students conduct independent research regarding the professional responsibilities of women in high paying jobs by analyzing and synthesizing across multiple primary and secondary sources.</p> <p>*Students use primary and secondary sources of multiple mediums such as pictures, charts, graphs, newspaper clippings, and political cartoons.</p> <p>*Students distinguish facts about professional jobs (such as hours worked, and the difference between salaried position versus hourly positions) from opinions, but use 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 a professional.</p>
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Fay Matsukage, 2018 Inductee

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 woman inducted into the Colorado Women's Hall of Fame to research and present in a paper format:

Activism and Advocacy

Marilyn Van Derbur Adler
Elise Boulding, PhD
Lauren Young Casteel
Margaret Curry
Genevieve Fiore
Carlotta LaNier
Minnie J. Reynolds
Libby Bortz

Leslie Foster
Virginia Fraser
Anna Jo Haynes
Sumiko Hennessy, PhD
Laura Hershey
Helen White Peterson
Agnes Ludwig Riddle
Frances Xavier Cabrini

Julia Archibald Holmes
Swanee Hunt
Susanne E. Jalbert, PhD
Jean Jones
Dottie Lamm
Anna Petteys
Mary Luke Tobin, SL
Rosalind "Bee" Harris

Arts and Athletes

Mary Lou Anderson
Isabella Bird
Helen Marie Black
Charlotte Perry
Antonia Brico

Mary Coyle Chase
Helen Hunt Jackson
Cleo Parker Robinson
Joan Birkland
Antoinette Perry-Frueauff

Judy Collins
Hattie McDaniel
Laura Gilpin
Jane Silverstein Ries
Clarissa Pinkola Estes, PhD

Business

Stephanie Allen
Elizabeth Wright Ingraham
Anne Steinbeck
Elizabeth "Baby Doe" Tabor
Elizabeth Hickock Robbins Stone

Linda Alvarado
Mary Florence Lathrop
Bartley Marie Scott
Jean Yancey

Dana Crawford
Larae Orullian
Patricia Barela Rivera
Fannie Mae Duncan

Communications

Morley Ballantine
Agnes Wright Spring

Caroline M. Churchill
Ellis Meredith

Miriam Goldberg

Education

Lena Archuleta
Dorothy Horrell, PhD
Theodosia Grace Ammons
Olibama Lopez Tushar

Erinea Garcia Gallegos
Lydia Pena, SL, PhD
Katharine Stegner Odum
Elizabeth Georgiana Barratt Wells

Emily Griffith
Pauline Short Robinson
Mary G. Slocum

Law and Enforcement

Jean Dubofsky
Shari Shink

Velveta Golightly-Howell
Sandra Rothenberg

Gale Norton

Medicine and Healthcare

Susan Anderson, MD
Patricia Gabow, MD
Frances McConnell-Mills, MD
Lenore Walker, PhD

Hendrika Cantwell, MD
Elnora Gilfoyle, PhD
Doreen Pollack
Loretta Ford, EdD

Terri Finkel, MD, PhD
Zipporah Hammond
Lydia Prado, PhD
Marianne Neifert, MD, MTS

Philanthropy

Merle Chambers

Julie Villiers Lewis McMillian Penrose

Politics/Government/Military Service

Katherine Archuleta
Susan Helms
Golda Meir
Elizabeth Pellet
Gail Schoettler, PhD
Agnes Ludwig Riddle

Mamie Eisenhower
Katherine Keating
Carol Mutter
Helen Robinson
Patricia Schroeder

Josie Heath
Ramona Martinez
Gloria Tanner
Josephine Roche
Vivian Spitz

STEM/Aviation

Vicki Jane Cowart
Penny Hamilton, PhD
Hazel Schmoll, PhD
Diana Wall, PhD
H. Marie Wormington-Volk, PhD

Janet Bonnema
Jo Ann Joselyn, PhD
Susan Solomon, PhD
Emily Warner

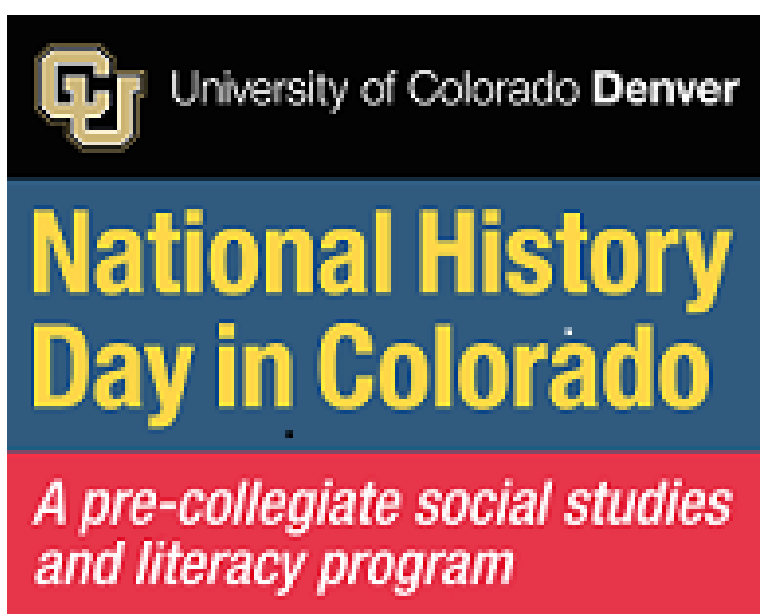
Temple Grandin, PhD
Joanne Maguire
Jill Tietjen, PE
Rhea Woltman

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 that assesses the student and their project based on a formal rubric.
 - f. A passing grade of a “C” or higher in the literacy capstone course.



Colorado Women's Hall of Fame
cogreatwomen.org



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