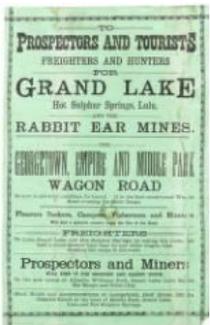


## Annotated Resource Set

<b>Title/Content Area</b>	Peck House
<b>Developed by</b>	Cathy Fuller, Guardian Angels School, Denver, CO (Archdiocese of Denver)
<b>Grade Level</b>	9–12
<b>Essential Question</b>	<p>What makes a site worthy of historic preservation?</p> <p>Why are certain sites considered historically significant while others are not?</p> <p>What economic decisions did the Peck Family make that helped them achieve financial viability?</p>
<b>Contextual Paragraph</b>	<p>Built in 1862 as a home for James Peck, this house became a stagecoach stop for travelers going over Berthoud Pass into Middle Park. It was also used as lodging for prospectors and investors during the Colorado gold rush. The Peck House is the oldest existing hotel in Colorado. This historic site fell into disrepair before being rehabilitated to working order in the late 20th century.</p>

## Annotated Resource Set

Resource Set					
<b>Front Porch, Peck House, Empire, CO, c. 1905–20</b>	<b>Peck House, Empire, CO, c. 1955–60</b>	<b>Advertisement for the Georgetown, Empire and Middle Park Wagon Road, c. 1880</b>	<b>Porch of the Hotel Splendide, Empire, CO, 1960</b>	<b>Peck Family, Empire, CO, c. 1890–1905</b>	<b>Peck House, Empire, CO, c. 1930–65</b>
Famous for its elaborate ornamentation and excellent service, it hosted many of Colorado's most famous visitors and residents.	The dilapidated Peck House stands in Empire. This was between its heyday of the late 1800s and early 1900s and its restoration in the mid-1960s.	Advertised the shortest and easiest route to new mines in the region and good hotels and accommodations.	The hotel was established in 1860 as the Peck House but was called the Hotel Splendide between about 1950 and 1972.	Members of the Peck family pose on the porch of the Peck House: F.L. Peck, Mrs. C.P. Peck, Mrs. F.L. Peck, Frank Peck Jr., Howard Beck, and Steve Mitchell.	The Peck House fell into a dilapidated condition between its heyday as a social gathering spot in the late 1880s and its rehabilitation in the 1960s.
Significance	Significance	Significance	Significance	Significance	Significance
					
<a href="http://cdm16079.contentdm.oclc.org/cdm/ref/collection/p15330coll22/id/5488">http://cdm16079.contentdm.oclc.org/cdm/ref/collection/p15330coll22/id/5488</a>	<a href="http://digital.denverlibrary.org/cdm/ref/collection/p15330coll22/id/5487">http://digital.denverlibrary.org/cdm/ref/collection/p15330coll22/id/5487</a>	<a href="http://digital.denverlibrary.org/cdm/ref/collection/p15330coll22/id/90631">http://digital.denverlibrary.org/cdm/ref/collection/p15330coll22/id/90631</a>	<a href="http://digital.denverlibrary.org/cdm/ref/collection/p15330coll22/id/5191">http://digital.denverlibrary.org/cdm/ref/collection/p15330coll22/id/5191</a>	<a href="http://digital.denverlibrary.org/cdm/ref/collection/p15330coll22/id/5492">http://digital.denverlibrary.org/cdm/ref/collection/p15330coll22/id/5492</a>	<a href="http://digital.denverlibrary.org/cdm/ref/collection/p15330coll22/id/5486">http://digital.denverlibrary.org/cdm/ref/collection/p15330coll22/id/5486</a>

## Annotated Resource Set

<p><b>Ice Cream Parlor, Hotel Splendide, Empire, CO, 1967</b></p>	<p><b>Empire, CO, c. 1880–90</b></p>
<p>Originally called the Peck House, the Hotel Splendide housed an ice cream parlor in the mid-20th century.</p>	<p>View looking down on Empire showing central business district and the Peck House.</p>
<p>Significance</p>	<p>Significance</p>
	
<p><a href="http://digital.denverlibrary.org/cdm/ref/colleciton/p15330coll22/id/5189">http://digital.denverlibrary.org/cdm/ref/colleciton/p15330coll22/id/5189</a></p>	<p><a href="http://digital.denverlibrary.org/cdm/ref/colleciton/p15330coll22/id/5457">http://digital.denverlibrary.org/cdm/ref/colleciton/p15330coll22/id/5457</a></p>

**Foundations Annotations****Curriculum Connections**

History

Economics

**Curriculum Standards****High School**

**CO State Economics Standard 1:** Productive resources – natural, human, capital – are scarce; therefore, choices are made about how individuals, businesses, governments, and societies allocate these resources

- b. Explain how economic choices by individuals, businesses, governments, and societies incur opportunity costs
- c. Understand that effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits

**CO State Economics Standard 2:** Economic policies affect markets

- e. Analyze how positive and negative incentives influence the economic choices made by individuals, households, businesses, governments, and societies

**CO State History Standard 1:** Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence

- b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses.
- c. Construct and defend a written historical argument using relevant primary and secondary sources as evidence

**CO State History Standard 3:** The significance of ideas as powerful forces throughout history

- b. Investigate the historical development of and impact of major scientific and technological innovations.

### Content and Thinking Objectives

Students will be able to:

1. Appraise the historical significance of a Colorado historic site.
2. Evaluate the opportunity cost of individuals/businesses.
3. Summarize the reasons why a historic site should be preserved.

### Inquiry Questions, Activities and Strategies

Using the primary source set, ask students to put the images in order chronologically, noting that the house fell into disrepair and then was rehabilitated. Conduct a group discussion on the importance of historic preservation.

After reading the article, ask students to list the “cutting edge” technological advances that made the Peck House ahead of its time.

Students could conduct a cost/benefit analysis of turning the Peck House from a private residence into a full-blown hotel.

Ask students to discuss the opportunity cost of decisions the Peck family made to keep their business viable.

Using the National Register of Historic Places website, ask students to research and develop a presentation using the Peck House as an example of the need to promote this site’s preservation.

### Assessment Strategies

Depending upon how one uses the resources and which standards are chosen, assessment can take many forms. For example:

#### High School

**CO State History Standard 1 (b-c):** Students choose a different historic site to research and make a presentation and/or brochure or web page promoting that site’s historic significance to promote preservation of that site.

**CO State History Standard 3 (b):** Students choose one of the technological innovations that the Peck House used that was considered ahead of its time, then research how that technology would need to be updated to meet today’s technological advances.

**Other Resources****Web Resources**

<https://www.thepeckhouse.com>

<https://www.nps.gov/nr/>

<http://www.achp.gov/nhpa.html>

<http://www.historic-hotels.com/colorado/peck-house>

<http://www.clearcreekcourant.com/content/peck-house-operators-retire>

[https://www.youtube.com/watch?v=V71BO\\_YVokk](https://www.youtube.com/watch?v=V71BO_YVokk)

**Secondary Sources**

*Mysteries and Miracles of Colorado: Guidebook to the Genuinely Bizarre* by Jack Kutz. Rhombus Publishing, 1989. For students and teachers.

**Preservation Connection**

The Peck House is a great example of the need to preserve historic places. The economic difficulties that face private investors who wish to preserve properties is especially interesting in this case.

Working together to tell the story of our state!

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