









Teacher Resource Set

Title/Content Area	Zebulon Pike and Pikes Peak
Developed by	CH/TPS Colorado
Grade Level	Elementary
Essential Question	What part has Zebulon M. Pike and Pikes Peak played in the history, geography and literature of Colorado?
Contextual Paragraph	<p>Zebulon Montgomery Pike first wrote about the mountain peak he saw in the distance in November 1806. At that time, he believed that the peak was too rugged and high to be climbed by any human being. Less than fifty years later, Pikes Peak had become a major tourist attraction – a distinction that continues today.</p> <p>The resources in this set are to be used singly or in a combination of groups to enable students to use primary and secondary sources to better understand the effect this landform has had in the growth and development of Colorado.</p>

Resource Set					
Zebulon M. Pike, c. 1813	Zebulon Pike, <i>A Map of the Internal Provinces of New Spain</i>, 1807	Zebulon Pike: Explorer	Summit Station, Pikes Peak, CO, c. 1865–80	Summit, Pikes Peak, CO, c. 1906–15	Hill Climb, Pikes Peak, CO, c. 1920–30
Print shows a portrait of Zebulon Pike facing right and wearing his military uniform. The text reads, "The brave brigadier general Zebulon M. Pike, who gloriously fell in his countrys cause April 27th 1813."	Pike drew up a map showing some of what he discovered during his journeys in the early 1800s.	Image available in the Colorado Virtual Library.	Photograph shows Albert James Myer, holding binoculars, and another man standing outside the Army weather station on Pikes Peak.	Since 1891, visitors have been able to ride the Manitou and Pike's Peak Railway from Manitou Springs to the summit of the mountain.	People ride in Duesenberg race car number 12 during the annual Pikes Peak International Hill Climb on the Pikes Peak Highway.
Pike's second expedition, carried out in 1806–7, took him to what is today known as Colorado.	The map reflects the information Pike gathered in his foray into parts of North America controlled by Spain.	The information found in the "Colorado's Early Beginnings" section of "Colorado Histories" contains a wealth of information on Pike and Pikes Peak.	Illustrates the influence of humans on Pikes Peak.	Example of how new modes of transportation have affected Pikes Peak.	An example of the use of Pikes Peak for recreational purposes.
					
http://www.loc.gov/item/2012645339/	http://www.loc.gov/item/99446138/	http://www.coloradovirtualibrary.org/colorado-histories/zebulon-pike-explorer/	http://www.loc.gov/pictures/item/2008677143/	http://cdm15330.contentdm.oclc.org/cdm/ref/collection/p15330coll22/id/945	http://cdm15330.contentdm.oclc.org/cdm/ref/collection/p15330coll22/id/19282

Teacher Resource Set

<p>Pikes Peak Avenue, Colorado Springs, CO, 1890</p>	<p>Henry Wellge, <i>Pikes Peak Panorama</i>, 1890</p>
<p>View west on Pikes Peak Avenue shows the wide dirt street, brick commercial buildings, a streetcar, pedestrians, bicycles, horses, and buggies.</p>	<p>Aerial perspective of Colorado Springs and Pikes Peak. The map is not drawn to scale.</p>
<p>Pikes Peak Avenue is one of the main thoroughfares in Colorado Springs.</p>	<p>The map illustrates the importance of Pikes Peak to Colorado Springs and the region.</p>
	
<p>http://cdm15330.contentdm.oclc.org/u/?p15330coll22,14054</p>	<p>http://www.loc.gov/item/73694692</p>

Foundations Annotations**Curriculum Connections**

History

Geography

Reading and writing

Curriculum Standards**Elementary**

CO State Geography Standard 1: Use several types of geographic tools to answer questions about the geography of Colorado

- d. Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity.

CO State Geography Standard 2: Concepts and skills students master: Connections within and across human and physical systems are developed

- a. Describe how the physical environment provides opportunities for and places constraints on human activities.

CO State History Standard 2: Concepts and skills students master: The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States

- d. Describe the impact of various technological developments

CCSELA-LIT 6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions

CCSELA-LIT 6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Content and Thinking Objectives

Students will be able to:

1. Synthesize information from a variety of sources
2. Articulate the differences in history, geography, and literature and how all three contribute to our understanding of Pike and the Pikes Peak region.

Inquiry Questions, Activities and Strategies

Using the primary source set, ask students to describe the geographic, economic, cultural, and technological changes that influenced Colorado.

After reading the article, ask students to describe the ways various individuals, groups, and ideas have affected the development of Colorado.

Ask students to explain why settlements and large cities developed where they did in Colorado.

Using a variety of primary and secondary sources, give examples of the ways landforms such as Pikes Peak have been portrayed in literature and art.

Assessment Strategies

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

Elementary

CO State Geography Standard 1 (d): Using maps and images ask students to describe how Pikes Peak and the nearby region have changed and developed due to human activity.

CO State Geography Standard 2 (a): Ask student to describe (orally or in writing) the opportunities Pikes Peak offers human activities.

CO State History Standard 2 (d): Ask students to arrange images of Pikes Peak in chronological order and write about the ways different technological developments have affected human access to Pikes Peak.

CCSELA-LIT 608.2 and CCSELA-LIT 6.87 – After reviewing images from the ARS, using written information (from libraries, the Colorado Encyclopedia) and digital sources (Colorado Virtual Library), discuss (and or write about) the ways prior knowledge or opinions about Pikes Peak and the region have changed over time.

Other Resources

Web Resources

<http://zebulonpike.org> (Zebulon Pike Educational Material)

Secondary Sources

Citizen Explorer: The Life of Zebulon Pike by Jared Orsi. Oxford University Press, 2014. For teachers.

Zebulon Montgomery Pike: Explorer and Military Officer by Steve Walsh. Great Lives in Colorado History. Filter Press, 2011. For students.

Preservation Connection
N/A

N/A



Teacher Resource Set

Working together to tell the story of our state!

Developers



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& UTAH STATE UNIVERSITY PRESS

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