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| **Title/Content Area** | Robert Speer and the City Beautiful Movement |
| **Developed by** | Cathy Fuller, Guardian Angels School, Denver, CO (Archdiocese of Denver) |
| **Grade Level** | 4–10 |
| **Essential Question** | How was Denver mayor Robert Speer able to promote the idea of “city beautiful” through the buildings and landscapes developed during his time in office?  How is this movement different from previous forms of urban planning? |
| **Contextual Paragraph** | Mayor Robert Speer made his mark on the Denver landscape by participating in the City Beautiful movement made popular during the late 1800s and early 1900s. Progressive leaders used the idea of civic and moral virtue through the beautification of architecture and urban planning as a response to the crowding and poor living conditions in major urban areas. The overcrowding in urban areas was due to a population boom attributed to immigration, movement from rural areas and increased birth rates during this time. Spurred by the World’s Columbian Exposition in Chicago in 1893, the City Beautiful movement created a surge of neoclassical architecture throughout the United States. |

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| **Resource Set** | | | | | |
| **Civic Center, Denver, CO** | **Cornice and Capitol Detail** | **Cupola** | **Pavilion, Cheesman Park, Denver, CO** | **Welcome Arch at Union Station, Denver, CO, 1910s** | **Mayor Speer Inspects New Library Building, Denver, CO, 1907** |
| From steps of City Hall looking east to State Capitol. | City and County Building, Civic Center, Denver, CO. | City and County Building, Civic Center, Denver, CO. | Looking west toward pavilion constructed in 1908 in Cheesman Park. | View of the Welcome Arch at the head of 17th Street in front of Union Station in Denver. | Men (including Robert Speer) inspect Denver Public Library basement and foundation walls in Denver. |
| Main example of neoclassicism and City Beautiful design under Robert Speer. | Example of neoclassical design. | Example of neoclassical design. | Example of neoclassical design. | Example of neoclassical design. | Speer was extremely involved in improvements during his term. |
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| **Denver Mayor Robert Speer** | **President Theodore Roosevelt Leaving Union Station, Denver, CO, early 1900s** | | **Municipal Auditorium, Denver, CO, c. 1908** | **Mayor Robert Speer** | **Denver Municipal Auditorium, 1991** | **Denver Municipal Auditorium, c. 1915** |
| Courtesy of the Colorado Historical Society. | Mayor Speer is in a top hat to the left of President Roosevelt. | Exterior view of City Auditorium on 14th Street between Champa and Curtis Streets in Denver. | | Portrait by William Henry Read. | Completion of the building marked the high point in Speer’s first term of office. Expanded in 1940 and 1950. | This Renaissance Revival style arena/theater was designed by Denver architect Robert Willison. |
| Portrait of Speer while in office. | President Roosevelt came to Denver to see the improvements Speer created. | The building of the auditorium marked the start of Speer’s beautification of Denver. | | Portrait of Speer while at leisure. | Municipal Auditorium today as part of the Denver Performing Arts Complex. | Associated with Denver’s City Beautiful movement. |
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| **View of Cherry Creek Trail, Denver, CO, 2005** | **Electric Fountain, City Park, Denver, CO, 2008** | **Children’s Fountain, City Park, Denver, CO, 1927** | **Denver Municipal Facts: Volume 2 Number 42, October 15, 1910** | **Architectural Plans for Pavilion in City Park, Denver, CO** | **Colorado Museum of Natural History, City Park, Denver, CO** |
| Contemporary view along the Cherry Creek Trail. | The colored electric fountain in City Park’s Ferril Lake was originally installed in 1908. | Mayor Robert Speer arranged for the replica of this fountain, originally in Düsseldorf, Germany, to be placed in City Park. | Newsletter produced by the City of Denver highlighting the civic, administrative, and informational aspects of the city government. | Photograph of plans for a new pavilion in Denver City Park in the early 1900s. | In 1908 the Colorado Museum of Natural History opened on the eastern edge of City Park. It is now known as the Denver Museum of Nature and Science. |
| The Civic Center, Municipal Auditorium, and Cherry Creek were all directly affected by Mayor Robert Speer’s City Beautiful movement in the early 20th century. | Restored for the 2008 Democratic National Convention. | Example of European influence on urban artwork. | Article discusses plans for the changes in Denver City Park. | Architectural plans for City Park Pavilion. Example of neoclassical design. | Painting of Colorado Museum of Natural History. Example of neoclassical design. |
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| **City Park, Denver, CO, 1996** | **Architectural Plans, City Park, Denver, CO** | **Aerial View of Denver, CO, c. 1913** | **Voorhies Memorial, Civic Center Park, Denver, CO, 2008** | **Greek Theater, Civic Center Park, Denver, CO, 2008** | **Cheesman Memorial Pavilion, Cheesman Park, Denver, CO, c. 1920s** |
| Photograph of Ferril Lake with the City Park Pavilion in the background. | Photograph of the 1986 City Park Pavilion plans. | View of the Daniels and Fisher Tower and other downtown Denver buildings. | A homeless man sleeps among the columns of the memorial. | John Kissingfold of the theater group No Holds Bard plays Macbeth at Civic Center Park’s Greek Theater. | View southeast toward Cheesman Memorial Pavilion. |
| City Park was a major cornerstone in the plan for Speer’s City Beautiful movement. | Example of neoclassical design and the influence of Frederick Law Olmsted. | Panoramic photo shows many of Denver’s City Beautiful buildings. | Present day usage of Civic Center Park. | Present day usage of Civic Center Park. | Example of neoclassical influence. |
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| **Foundations Annotations** |
| **Curriculum Connections** |
| Language Arts  History  Geography  Economics |
| **Curriculum Standards** |
| **4th Grade**  **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 History Standard 1:** Organize and sequence events to understand the concepts of chronology and cause and effect in the history of Colorado  b. Analyze primary source historical accounts related to Colorado history to understand cause-and-effect relationship  **CO State History Standard 2**: 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  **9th Grade**  **CO State Language Arts Standard 2:** Reading for All Purposes  2. Increasingly complex informational texts require mature interpretation and study  **CO State Language Arts Standard 3**: Writing and Composition  2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support  **CO State Language Arts Standard 4**; Research and Reasoning   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   **10th Grade**  **CO State Language Arts Standard 2**: Reading for All Purposes  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 text  **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  d. Identify influential entrepreneurs and describe how they have utilized resources to produce goods and services  **CO State Geography Standard 2:** Explain and interpret geographic variables that influence the interactions of people, places and environments  c. Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others  d. Research and interpret multiple viewpoints on issues that shaped the current policies and programs for resource use  e. Explain how information and changing perceptions and values of places and environment influence personal actions  f. Define sustainability and explain how an individual’s actions may influences sustainability  **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   1. Evaluate a historical source for point of view and historical context 2. Gather an analyze historical information, including contradictory data, from a variety of primary and secondary sources located on the Internet, to support or reject hypotheses 3. Construct and defend a written historical argument using relevant primary and secondary sources as evidence 4. Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts   **CO State History Standard 3:** The significance of ideas as powerful forces throughout history  f. Describe and analyze the historical development and impact of the arts and literature on the culture of the United States |

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| **Content and Thinking Objectives** |
| Students will be able to:   1. Explain the ideals of Progressive government officials to better society. 2. Identify the reasons that Robert Speer would be considered a proponent of the City Beautiful movement. 3. Analyze primary sources to identify examples of the City Beautiful movement. 4. Compare current and historical photos and plans to classify landmarks as areas for historic preservation. 5. Write a persuasive text using evidence to support or oppose a place being a historic landmark. |
| **Inquiry Questions, Activities and Strategies** |
| After a study of the Progressive era politicians and reforms, students will watch the [“Speer and the City”](http://video.rmpbs.org/video/2365603226/) episode of the Colorado Experience series. As students watch the video, they will list the buildings, landscapes, and areas that Speer developed during his mayoral terms.  After students have watched video, students will find primary source photos of the areas they listed while watching using the Library of Congress and the Denver Public Library archives. Students will use the Library of Congress Primary Source Analysis Tool to analyze each source for content. After initial analysis, students will analyze sources for:  Evidence of City Beautiful movement or neoclassical architectural aspects.  Evidence of a connection to Robert Speer, such as year built, placement, materials used, and plans.  Find contemporary photos for comparison to historical photos to look for similarities and differences between the photos.  Choose a landmark from Speer’s tenure and write a persuasive letter to justify the historical significance of the landmark and the need to preserve this location citing historical evidence. |

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| **Assessment Strategies** |
| Depending upon how one uses the resources and which standards are chosen, assessment can take many forms. For example:  **CO State History Standard 1 (a)** Identify City Beautiful landmarks to show historical connection to Mayor Robert Speer and evaluate current and historical use of the chosen landmark.  **9th Grade**  **CO State Language Arts Standard 3**: Reading for Purpose and Writing and Comprehension (1) Write persuasive essays about the usefulness or frivolity of the City Beautiful movement using logical arguments, presentation of evidence, and presentation of opinion.  **High School**  **CO State History Standard 3 (f)** Students identify Progressive political ideas and City Beautiful movement architecture aspects (i.e., neoclassicism) |
| **Other Resources** |
| **Web Resources** |
| <http://www.rmpbs.org/coloradoexperience/>  <http://encyclopedia.chicagohistory.org/pages/61.html>  [www.loc.org](http://www.loc.org)  [www.denverpubliclibrary.org](http://www.denverpubliclibrary.org)  <http://www.msudenver.edu/tps/> |

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| **Secondary Sources** |
| *The City Beautiful Movement* by William H. Wilson. Johns Hopkins University Press, 1994. For teachers.  *Midwestern Landscape Architecture* by William H. Tishler. University of Illinois Press, 2000. For teachers.  *Robert Speer: Denver’s Building Mayor* by Stacy Turnbull. Great Lives in Colorado History. Filter Press, Bilingual Edition 2011. For students.  “Speer and the City,” *Colorado Experience*, Rocky Mountain PBS. <http://video.rmpbs.org/video/2365603226/> |
| **Preservation Connection** |
| By studying structures and landmarks related to the City Beautiful movement, students will be able to discuss the role of historic preservation and the necessity to preserve places with historical significance. |

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