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## **Exploring Primary Sources: Colorado**

**This sample includes the following:**

**Teacher's Guide Cover (1 page)**

**Teacher's Guide Table of Contents (1 page)**

**Components of this Resource (3 pages)**

**Primary Source Card (2 pages)**

**Card Lesson (6 pages)**

**Primary Source Reproduction (2 pages)**

**Reproduction Lesson (6 pages)**

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**EXPLORING  
PRIMARY  
SOURCES**

# Colorado

**Teacher's Guide**



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# Components of This Resource

With its authentically re-created primary source documents, captivating images, and easy-to-follow lessons, the *Exploring Primary Sources* series allows teachers and students to expand their study of history beyond the textbook and classroom. The components included in this series assist busy teachers in presenting innovative primary source lessons that meet social studies standards and the NCSS C3 Framework.

The robust lessons of this series provide teachers with all they need to teach with primary sources without additional research or planning. Teachers have print and digital primary sources at their fingertips and do not need to rush to find such resources. Activities are varied, flexible, challenging, and engaging.

## Teacher's Guide

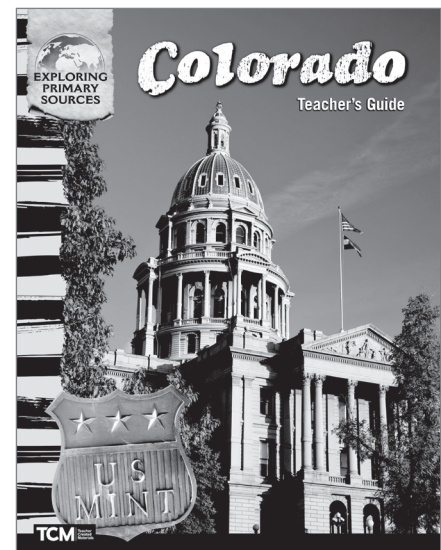
This Teacher's Guide is divided into three sections: Primary Source Cards, Primary Source Reproductions, and Culminating Activities. The lessons may be taught in whichever order meets classroom needs. The culminating activities provide opportunities for students to share their learning in multiple ways.

**By participating in the lessons provided in this kit, students will do the following:**

- analyze what they see
- articulate their observations
- improve their content vocabularies
- build literacy skills
- strengthen critical-thinking skills
- study visual clues
- compare their assumptions against those of others
- expand their appreciation for other time periods
- collaborate creatively with classmates
- develop strong questions and research skills

**By presenting the lessons in this book, teachers will do the following:**

- meet social studies curriculum standards
- integrate literacy into social studies
- develop critical-thinking skills in students
- prepare students for document-based assessments
- grow students' twenty-first-century skills
- provide inquiry-based activities
- encourage all students to succeed



# Components of This Resource *(cont.)*

## Primary Source Cards and Reproductions

Students will study the history of Colorado from its earliest people to the residents of today. They will examine the different ways people made their way to Colorado and the impact of these settlers on Colorado industry and development. By investigating the various roles of the state government, students will understand how Colorado operates in the United States. Students will also learn about the importance of civic engagement. They will learn how individuals can and should support their communities. Through this unit of study, students will gain a deeper understanding of Colorado.



### Primary Source Cards

Primary Source	Description	Pages
Cliff Dwellers	photograph of ancient cliff dwellings at Mesa Verde National Park	31–34
Denver in 1859	drawing of Denver in 1859	35–38
The Denver Mint	photograph from 2012 of a worker in the Denver Mint	39–42
Fort Collins	maps of Fort Collins, Colorado	43–46
Volunteering in Colorado	photograph of a Boy Scout carrying American flags at Fort Logan National Cemetery	47–50
Remembering Colorado Internment	photograph of internment camp survivor Bob Fuchigami	51–54
Technology in Colorado	photographs of miners in 1877 and the military personnel at NORAD in 2004	55–58
Who Solves Issues?	images of the Colorado State Legislature in 1914 and 2020	59–62

### Primary Source Reproductions

Primary Source	Description	Pages
Moving through the Mountains	print of Golden City, Colorado Territory	63–68
Ute Camp	panoramic photograph of Ute peoples	69–74
Colorado State Constitution	Colorado State Constitution	75–80
Map of Colorado	map of Colorado from 1878	81–86
Entrepreneurs in Colorado	trademark registration for Arbuckles Baking Powder	87–92
Colorado State Capitol	stereograph of the Colorado State Capitol from 1906	93–98
National Park Service Passport Stamps	passport stamps from National Park Service sites in the West	99–104
Credit Union Check	check from a Colorado credit union	105–110

# Components of This Resource (cont.)

## Digital Resources

This curricular program features a variety of digital resources that help teachers integrate technology into social studies instruction. The digital resources offer greater accessibility than the print resources alone.

- Primary sources add a real-life element to social studies. Digital versions of primary sources can be examined and analyzed in a variety of instructional settings, including whole class, small group, and individually.
- Lesson resources can be shared through cloud-sharing services, displayed on interactive whiteboards, or printed and distributed as students complete the learning activities.
- Teacher resources can be accessed and referenced during lesson preparation as well as instruction. These files provide support for teachers as they work with students.
- Technology extension activities (see pages 119–120) deepen students' knowledge of social studies content while developing twenty-first-century skills. These activities provide relevant and immersive experiences for digital natives. Students will be empowered as they collaborate with others, interact with multimedia content, communicate with content experts, and present their learning in a variety of ways.

### Contents of the Digital Resources

The contents of each digital resources folder are listed for your reference. The filenames of the resources are included within the relevant lessons. See page 128 for more information.

#### Primary Source Cards

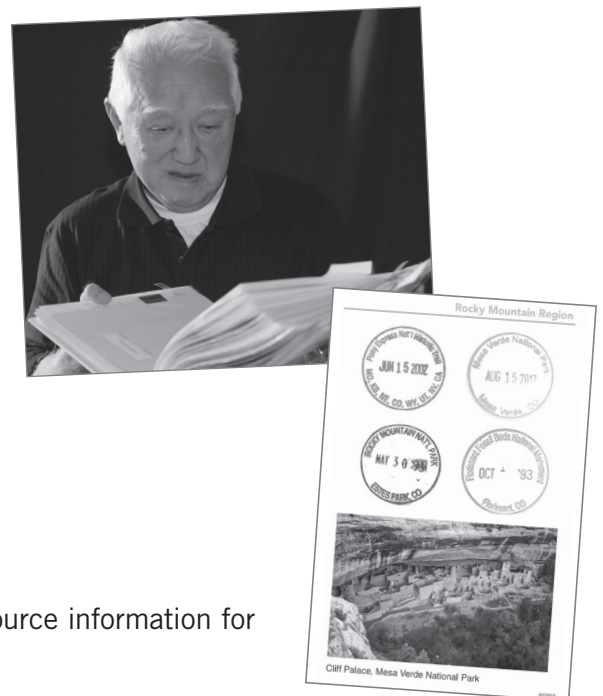
- primary source card fronts and backs
- student reproducibles

#### Primary Source Reproductions

- primary source reproductions
- student reproducibles

#### Teacher Resources

- reproducible for the *Asking Questions* activity (page 30)
- reproducibles for the culminating activities
- additional primary sources
- additional lesson resources, including a list of source information for each primary source





# Remembering Colorado Internment

## About the Photographs

People in Colorado can influence how issues affecting the state are viewed. This picture shows an example of this relationship. This is a photograph of Bob Fuchigami, a former sailor in the U.S navy, educator, and survivor of the Japanese internment camps in Colorado. Fuchigami has been an advocate for Japanese Americans and honoring remembering their unjust internment during World War II. He has worked to make the Granada Relocation Center a U.S. National Park. He wants its legacy to be remembered and the people interned there to be honored. He hopes that in preserving Granada, such unjust internment will never happen again in the United States.



### Analyzing History

- What is the biggest contribution Bob Fuchigami made to Colorado?
- Do citizens have a responsibility to help their community?
- Why is it important to learn about and remember the internment of Japanese Americans?
- Why is it important to speak up when you think something is wrong?



### Historical Writing

#### Fiction

Write a letter to the U.S president as if you were Bob Fuchigami. Explain why it is important to preserve the Granada Relocation Center and honor the Japanese Americans interned there.

#### Nonfiction

Create a presentation about someone else who spoke up for Japanese Americans, such as Fred Korematsu, Gordon Hirabayashi, or Mitsuye Endo. What did they do to help?



### Writing Challenge

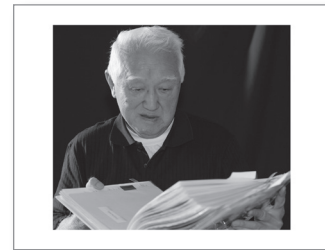
Research the Civil Liberties Act of 1988. What did it do for Japanese-Americans? Could it have done more? What impact did it have?



# Justice for Japanese Americans

## Learning Outcomes

- Students will explain the relationship between major events in Colorado and United States history and will show how a single individual can influence the way those events are viewed and resolved.
- Students will be able to express an understanding of how civic participation affects policy by applying the rights and responsibilities of an individual citizen.



## Materials

- copies of *Remembering Colorado Internment* primary source card (internment.pdf)
- copies of *Righting the Wrongs of History* (page 53)
- copies of the *A Day of Remembrance* document-based assessment (page 54)



## Essential Question

- How can one person make a difference?

## Guiding Questions

- What type of work might Bob Fuchigami do?
- What types of papers might be contained in the folder he's looking at?
- What characteristics best describe Fuchigami?
- How did Fuchigami make a difference for Japanese Americans?

## Introducing the Primary Source

1. Have students work in pairs to create lists of changemakers. Tell students that a changemaker is a person who works to bring positive change to the world around them. Encourage students to name well-known historical figures as well as individuals in their own lives. Then, have each pair create an idea web with one leader's name in the middle and adjectives to describe that person around the outside. Discuss as a large group the common qualities of changemakers. Explain that students will learn about a changemaker from Colorado.
2. Share the photograph from the primary source card. Discuss the first two guiding questions, and give students a few minutes to list at least five other observations or questions they have about the person in the photograph.
3. Introduce the essential question, and discuss students' observations to introduce Bob Fuchigami. Encourage students to ask additional questions to facilitate further inquiry.

# Justice for Japanese Americans *(cont.)*

## Analyzing the Primary Source

1. Have small groups of students read the background information, *Working to Right the Wrongs of History*. (A copy of this text at a lower reading level is provided in the Digital Resources.) Review the key words with students as necessary. As students read, they should annotate the text by underlining facts about Japanese internment camps and circling or highlighting facts about Bob Fuchigami.
2. After students have read the background information, discuss the essential question and the last two guiding questions with students.
3. Provide time for students to complete at least two of the activities from the back of the primary source card.
4. Talk about key historic sites in Colorado. Focus on local sites or those that are not yet part of the National Park Service. Have each student select one of those places to research. Each student should make a poster highlighting their selected site and include a slogan about what makes it important. Explain that the posters could be used as part of a campaign to preserve the sites through the National Park Service, just as Amache has been made a National Historic Site. Encourage students to be as creative as they can. Have students share their completed posters.

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## Document-Based Assessment

- Distribute copies of *A Day of Remembrance*. A digital copy of the primary source is provided in the Digital Resources ([remembrance.jpg](#)).
- Have students think about what they've learned throughout this lesson, carefully analyze the primary source, and respond thoughtfully to the questions.



### Key Words

These key content words are included in both levels of the background information. Review with students as necessary.

- **ancestry**—a person's family or ethnic origins
- **barracks**—a building or group of buildings where soldiers live
- **internment**—the act of holding someone captive, especially during a war
- **raided**—attacked by force and with surprise



## Working to Right the Wrongs of History

Japanese fighter pilots dropped bombs on Pearl Harbor on December 7, 1941. When the bombing ended, 2,467 people had died.

The U.S. government treated American citizens with Japanese **ancestry** badly after that. The government put them in **internment** camps. The government locked them up like prisoners. The U.S. government sent about 120,000 people to the camps. Most of them had less than a week to get ready. They could only take what they could carry. FBI agents **raided** their homes after they left. They stole a lot of their things.

Anyone who was at least one-sixteenth Japanese had to go to the internment camps. That meant that if one of your great-great grandparents was from Japan, you were a prisoner. It did not matter if you were very young. About 17,000 children under the age of 10 were taken. It did not matter if you were very old. Thousands of elderly people had to go as well. People were held for at least three years. More than 1,800 people died in the camps.

One of the people sent to the camps was Robert “Bob” Fuchigami. He was just 11 years old at the time. Fuchigami says he was a typical child. He went to school, played marbles, and rode his bike. At first, he did not understand what was happening. He thought the trip would be like a family vacation. But Fuchigami and his family were prisoners. They lost everything they had. This included their

farm. The U.S. government took it from them. They had done nothing wrong. And there was nothing they could do to stop it.

Fuchigami and his family were sent to Amache, the Granada Relocation Center. It was built on land that had once belonged to the Cheyenne peoples. The government placed army-style **barracks** there. Families had single lightbulbs in their rooms. Their beds were cots with thin mattresses. They shared bathrooms that had no doors. Many people were made to work in the fields. No one could leave, unless they wanted to become a soldier and fight in the war. Armed guards watched them around the clock.

Fuchigami and his family were released in 1945. He became a sailor in the U.S. Navy. He also became a teacher. But perhaps the most meaningful work to him were his efforts to have Amache become part of the National Park Service. In this way, the camp would be preserved. It would show people what had happened there. By doing this, he hoped such a thing would never happen again. In the end, Fuchigami was successful. President Joe Biden signed legislation in 2022 making the site a National Park.





Name: \_\_\_\_\_ Date: \_\_\_\_\_

# A Day of Remembrance

**Directions:** Study the photograph. Then, answer the questions.



Bob Fuchigami and Secretary of the Interior Deb Haaland at a day of remembrance for Japanese internment

1. Based on the photograph, how would you describe the relationship between Bob Fuchigami and Deb Haaland?

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2. What is the purpose of a day of remembrance for Japanese internment?

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3. Where might this event be taking place?

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## Preamble.

We, the People of Colorado, with profound reverence for the Supreme Ruler of the Universe, in order to form a more independent and perfect government; establish justice; insure tranquility; provide for the common defense; promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for

## "The State of Colorado."

## Article I.

### Boundaries.

The boundaries of the State of Colorado, shall be as follows: Commencing on the thirty-seventh parallel of north latitude, where the twenty-fifth meridian of longitude west from Washington crosses the same; thence north, on said meridian, to the forty-first parallel of north latitude; thence along said parallel, west, to the thirty-second meridian of longitude west from Washington; thence south, on said meridian, to the thirty-seventh parallel of north latitude; thence along said thirty-seventh parallel of north latitude to the place of beginning.

## Article II.

### Bill of Rights.

In order to assert our rights, acknowledge our duties, and proclaim the principles upon which our government is founded, we declare:

Section 1. That all political power is vested in and derived from the people; that all government, of right, originates from the people, is founded upon their will only, and is instituted solely for the good of the whole.

Section 2. That the people of this State have the sole and exclusive right of governing themselves, as a free, sovereign and independent State; and to alter and abolish their Constitution and form of government whenever they may deem it necessary to their safety and happiness, provided such change be not repugnant to the Constitution of the United States.

Section 3. That all persons have certain natural, essential and inalienable rights, among which may be reckoned the right of enjoying and defending their lives and liberties; that of acquiring, possessing, and protecting property; and of seeking and obtaining their safety and happiness.

Section 4. That the free exercise and enjoyment of religious profession and worship, without discrimination, shall forever hereafter be guaranteed; and no person shall be denied any civil or political right, privilege, or capacity, on account of his opinions concerning religion; but the liberty of conscience hereby secured shall not be construed to dispense with oaths or affirmations, excuse acts of licentiousness, or justify practices inconsistent with the good order, peace or safety of the State. No person shall be required to attend or support any ministry or place of worship, religious sect, or denomination.

against his consent. Nor shall any preference be given by law to any religious denomination or mode of worship.

Section 5. — That all elections shall be free and open; and no power, civil or military, shall at any time interfere to prevent the free exercise of the right of suffrage.

Section 6. — That Courts of Justice shall be open to every person, and a speedy remedy afforded for every injury to person, property, or character; and that right and justice should be administered without sale, denial, or delay.

Section 7. — That the people shall be secure in their persons, papers, homes, and effects, from unreasonable searches and seizures; and no warrant to search any place or seize any person or thing shall issue without describing the place to be searched, or the person or thing to be seized, as near as may be, nor without probable cause, supported by oath or affirmation reduced to writing.

Section 8. — That, until otherwise provided by law, no person shall, for a felony, be proceeded against criminally otherwise than by indictment, except in cases arising in the land or naval forces, or in the militia when in actual service in time of war or public danger. In all other cases, offences shall be prosecuted criminally by indictment or information.

Section 9. — That treason against the State can consist only in levying war against it, or in adhering to its enemies, giving them aid and comfort; that no person can be convicted of treason, unless on the testimony of two witnesses to the same overt act, or on his confession in open Court; that no person can be attainted of treason or felony by the General Assembly; that no conviction can work corruption of blood or forfeiture of estate; that the estates of such persons as may destroy their own lives shall descend or vest as in cases of natural death.

Section 10. — That no law shall be passed impairing the freedom of speech; that every person shall be free to speak, write or publish whatever he will on any subject, being responsible for all abuse of that liberty; and that in all suits and prosecutions for libel the truth thereof may be given in evidence, and the jury, under the direction of the Court, shall determine the law and the fact.

Section 11. — That no ex post facto law, nor law impairing the obligation of contracts, or retrospective in its operation, or making any irrevocable grant of special privileges, franchises or immunities, shall be passed by the General Assembly.

Section 12. — That no person shall be imprisoned for debt, unless upon refusal to deliver up his estate for the benefit of his creditors in such manner as shall be prescribed by law, or in cases of tort or where there is a strong presumption of fraud.

Section 13. — That the right of no person to keep and bear arms in defense of his home, person and property, or in aid of the civil power when thereto legally summoned, shall be called in question; but nothing herein contained shall be construed to justify the practice of carrying concealed weapons.

Section 14. — That private property shall not be taken for private use unless by consent of the owner, except for private ways of necessity, and except for reservoirs, drains, flumes or ditches on or across the lands of others, for agricultural, mining, milling, domestic or sanitary purposes.

Section 15. — That private property shall not be taken or damaged, for public or private use

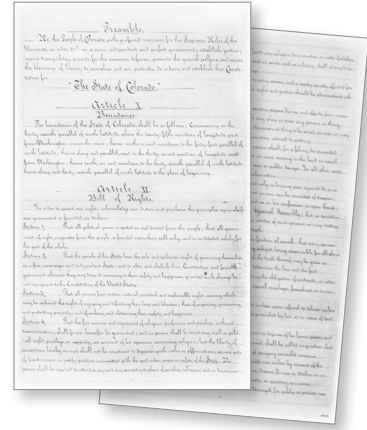


## Colorado State Constitution

# We the People of Colorado

## Learning Outcomes

- Students will explain the events that led to the formation of Colorado’s Constitution.
- Students will be able to identify and explain a variety of roles that leaders, citizens, and others play in state government.



## Materials

- *Colorado State Constitution* reproduction (constitution.pdf)
- copies of *The Centennial State’s Constitution* (page 77)
- copies of *Excerpt of the Colorado Constitution* (page 78)
- copies of *A More Perfect Place* (page 79)
- copies of the *Suffrage Special* document-based assessment (page 80)



## Essential Question

- How can a state constitution protect the people?

## Guiding Questions

- What is the purpose of this document?
- What inferences can you make about Colorado’s government based on the words you see?
- How are the sections organized?

## Introducing the Primary Source

1. Pose this situation to the class: You want to see a movie with friends, but you want to see different movies. Discuss how students might reach a fair decision or a *compromise*.
2. Share the *Colorado State Constitution* reproduction, and ask students to study it carefully. Project the digital image, and distribute copies of *Excerpt of the Colorado Constitution* for students to analyze more closely.
3. Explain that many people in Colorado had to work together to create this document. They had to make compromises. This means that both sides had to give up something they wanted to reach an agreement. Ask students to make inferences about the types of compromises that were made.
4. Introduce the essential question, and use the guiding questions to discuss how the authors of the Colorado State Constitution organized the document.

# We the People of Colorado *(cont.)*

## Analyzing the Primary Source

1. Have students read the background information, *The Centennial State's Constitution*. (A copy of this text at a lower reading level is provided in the Digital Resources.) Review the key words with students as necessary. As students read, they should annotate the text by underlining all the times Colorado tried to become a state and highlighting the important parts of the constitution.
2. Distribute copies of *A More Perfect Place*. Have students use *The Centennial State's Constitution* and the *Excerpt of the Colorado Constitution* as they work in small groups to design three branches of government for your classroom community. Guide students to think about the roles and responsibilities of each branch.
3. When students have finished, have each group share the government they created. Guide students to discuss the compromises they had to make to create these governments.

## Document-Based Assessment

- Distribute copies of *Suffrage Special*. A digital copy of the primary source is provided in the Digital Resources (suffragespecial.jpg).
- Have students think about what they've learned throughout this lesson, carefully analyze the primary source, and respond thoughtfully to the questions.



### Key Words

These key content words are included in both levels of the background information.

- **amended**—changed the words, and often the meaning, of a document
- **centennial**—the 100th anniversary of an event
- **resounding**—overwhelming, without question





Name: \_\_\_\_\_ Date: \_\_\_\_\_

# The Centennial State's Constitution

Before Colorado became a state, it was a territory. A lot of things had to happen before it could be a state. Colorado tried to become a state many times. The process started in 1860. Many people did not want it to become a state at first. They liked the advantages they had as a territory. They had a lot of the same rights. But they did not have to pay for a lot of things. Many people thought they had the best of both worlds. This first vote was a **resounding** no.

The Colorado territory voted again in 1864. This was due in large part to John Evans. He wanted to be a senator. But he needed his home to be a state first. This time, people took the process more seriously. They even wrote a state constitution. Still, voters were not yet ready. They did not want to be a state. They voted no again.

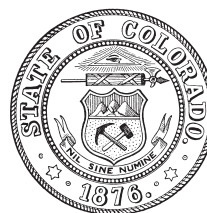
People in Colorado finally voted yes in 1865. But this time, President Andrew Johnson said no. He said Colorado did not have enough people to become a state. People in the territory tried again in 1867. This time, the U.S. Senate said no. Evans and others kept trying. But they just could not get the Senate to agree that Colorado should be a state.

A group of people met on December 20, 1875. They talked about a constitution for Colorado. They debated many times. They had to make big decisions. They had to decide whether Colorado would have public schools. They had to

decide how to collect taxes. They had to decide whether women would be able to vote. Finally, they started to write. They finished their work on March 14, 1876. It took them almost three months to write it. They had to get it right.

A team from Colorado went to Washington, DC, on July 25, 1876. They brought Colorado's Constitution. They also brought the votes that said it was approved. Colorado finally became the 38th state on August 1, 1876. Since that day, it has been known as the **Centennial** State. It became a state 100 years after the United States became a country.

Colorado's Constitution is a lot like the U.S. Constitution. It outlines jobs in the government. It also names the three branches. It tells what each branch does. And it tells how the branches balance each other. It says how long each person can be in office. At first, the governor was in office for just two years. Now, the office is held for four years. Colorado's Constitution says how new laws should be written. Then, it says how those laws need to be passed. It even sets up all the courts. It tells people how they can change the constitution. The Colorado State Constitution has since been **amended** over 150 times.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Excerpt of the Colorado Constitution

## Preamble

We, the people of Colorado, with profound reverence for the Supreme Ruler of the Universe, in order to form a more independent and perfect government; establish justice; insure tranquillity; provide for the common defense; promote the general welfare and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this constitution for the "State of Colorado".

## Article I Boundaries

The boundaries of the state of Colorado shall be as follows: Commencing on the thirty-seventh parallel of north latitude, where the twenty-fifth meridian of longitude west from Washington crosses the same; thence north, on said meridian, to the forty-first parallel of north latitude; thence along said parallel, west, to the thirty-second meridian of longitude west from Washington; thence south, on said meridian, to the thirty-seventh parallel of north latitude; thence along said thirty-seventh parallel of north latitude to the place of beginning.

## ARTICLE II Bill of Rights

In order to assert our rights, acknowledge our duties, and proclaim the principles upon which our government is founded, we declare:

**Section 1. Vestment of political power.** All political power is vested in and derived from the people; all government, of right, originates from the people, is founded upon their will only, and is instituted solely for the good of the whole.

**Section 2. People may alter or abolish form of government - proviso.** The people of this state have the sole and exclusive right of governing themselves, as a free, sovereign and independent state; and to alter and abolish their constitution and form of government whenever they may deem it necessary to their safety and happiness, provided, such change be not repugnant to the constitution of the United States.

**Section 3. Inalienable rights.** All persons have certain natural, essential and inalienable rights, among which may be reckoned the right of enjoying and defending their lives and liberties; of acquiring, possessing and protecting property; and of seeking and obtaining their safety and happiness.

**Section 4. Religious freedom.** The free exercise and enjoyment of religious profession and worship, without discrimination, shall forever hereafter be guaranteed; and no person shall be denied any civil or political right, privilege or capacity, on account of his opinions concerning religion; but the liberty of conscience hereby secured shall not be construed to dispense with oaths or affirmations, excuse acts of licentiousness or justify practices inconsistent with the good order, peace or safety of the state. No person shall be required to attend or support any ministry or place of worship, religious sect or denomination against his consent. Nor shall any preference be given by law to any religious denomination or mode of worship.

**Section 5. Freedom of elections.** All elections shall be free and open; and no power, civil or military, shall at any time interfere to prevent the free exercise of the right of suffrage

**Section 6. Equality of justice.** Courts of justice shall be open to every person, and a speedy remedy afforded for every injury to person, property or character; and right and justice should be administered without sale, denial or delay.

**Section 7. Security of person and property - searches - seizures - warrants.** The people shall be secure in their persons, papers, homes and effects, from unreasonable searches and seizures; and no warrant to search any place or seize any person or things shall issue without describing the place to be searched, or the person or thing to be seized, as near as may be, nor without probable cause, supported by oath or affirmation reduced to writing.

**Section 8. Prosecutions - indictment or information.** Until otherwise provided by law, no person shall, for a felony, be proceeded against criminally otherwise than by indictment, except in cases arising in the land or naval forces, or in the militia when in actual service in time of war or public danger. In all other cases, offenses shall be prosecuted criminally by indictment or information.

**Section 9. Treason - estates of suicides.** Treason against the state can consist only in levying war against it or in adhering to its enemies, giving them aid and comfort; no person can be convicted of treason, unless on the testimony of two witnesses to the same overt act, or on his confession in open court; no person can be attainted of treason or felony by the general assembly; no conviction can work corruption of blood or forfeiture of estate; the estates of such persons as may destroy their own lives shall descend or vest as in cases of natural death.

**Section 10. Freedom of speech and press.** No law shall be passed impairing the freedom of speech; every person shall be free to speak, write or publish whatever he will on any subject, being responsible for all abuse of that liberty; and in all suits and prosecutions for libel the truth thereof may be given in evidence, and the jury, under the direction of the court, shall determine the law and the fact.

*Note: The full text of the Colorado State Constitution can be found online.*



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# A More Perfect Place

## About This Document

Lawmakers modeled the Colorado State Constitution after the Constitution of the United States. They are very similar in a lot of ways. Both outline rights and freedoms. Both have a Bill of Rights. Both establish three branches of government. But they are also different in some ways. Colorado’s document is more specific to the needs of the people of Colorado. For example, the Colorado State Constitution talks about mines and railroads. These were important industries to the people of Colorado.

**Directions:** Create three branches of government for your classroom community.

1. Create an executive branch. Who will lead the class? What responsibilities will they have?

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2. Create a legislative branch. Who will make the rules? When deciding new rules, what will the voting process be like?

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3. Create a judicial branch. What happens if someone breaks a rule? What requirements will one need to be a judge?

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### Challenge

The constitutions of the United States and Colorado both start with a call for a “more perfect” union or government. Write what you believe would make a place “perfect.”

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Suffrage Special

**Directions:** Study the image. Then, answer the questions.



Women gather at the "Suffrage Special" in Colorado Springs.

1. When was this photo was taken? Explain your reasoning.

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2. What are the people doing in the photo? Why might they be doing this?

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3. What do you see in this photograph that is similar to today?

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