# B

## (Bloomer Girl)

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| *Lesson Title:* | **Bloomer Girl's Contributions to Pikes Peak Region** |
| *Grade Level(s):* | **Fourth Grade** |
| *Duration:* | **Varies depending on depth of teaching** |
| *Description:* | **Demonstrate how Western Expansion brought Eastern ideals to Colorado** |
| *Theme(s):* | **Social, political, and cultural Interactions between humans and the environment** |
| *Skill(s):* | **Interpreting data from maps and primary sources** **Inferring information from multiple resources** **Comparing unlike resources to one another** |
| *CSAS Standards:* | History-1.Organize and sequence events to understand the concepts of chronology and cause and effect in the history of Colorado. (b, c, d) History-2.The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States (a, c) Geography-2. The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States. (a, b. c) |
| *National Standards:* | NCSS-I. Culture-Social studies programs should include experiences that provide for the study of culture and cultural diversity (c, d) NCSS-III, People, Places, & Environments Social studies programs should include experiences that provide for the study of people, places, and environments (e, h, j) NCSS-IV. Individual Development & Identity Social studies programs should include experiences that provide for the study of individual development and identity (b, d, e, f, g, h) |
| *Historical Connections:* | Westward Expansion, Suffragettes, Pikes Peak, Dress Reform |

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| Reference Site | http://storyofus.tierraplan.com/ | |
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| Assessment Question | How did the "Bloomer Costume" aide Julia Archibald Holmes in crossing through Kansas, climb Pikes Peak, and allow her to spread the ideals of the Suffragette movement? | |
| Contextual Paragraph | This lesson coincides and is paired with the Colorado Springs Pioneers Museum exhibit "The Story of Us," for the letter B-Bloomer Girl.  It will tie Western Expansion creating a network bringing Eastern US ideals/ideology to the West, changing the social landscape. <br>• **Please note**: If you are planning a trip to the Pioneer's Museum to have your students experience the SOU exhibit in person, please make sure to contact Meg Poole at the museum at least 2 weeks before your intended visit. This helps to ensure that someone is available to greet you and to help you navigate the museum.  Contact info: mpoole@springsgov.com and/or 719-385-5631 <br><br>Within the lesson we will utilize skills to: <br>• analyze maps providing information to support their findings about the "Bloomer Costume" being beneficial for the terrain covered  by Julia Archibald Holmes <br>• infer information from multiple sources to prove that their responses <br>• provide elements from the text(s) to support their answers utilizing primary sources | |
| Connection to Historic Preservation | Library of Congress, Pioneer's Museum "The Story of Us," TPS-Barat Primary Resources Nexus, and Teaching with Primary Resources supported documents. | |

| **Document Title** <br><br>Map of the United States west of the Mississippi showing routes to Pike's Peak… | **Document Set** |
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|  <br><br>https://www.loc.gov/item/gm71000833/ | GUIDING QUESTIONS: Locate Lawrence, Kansas on the map. Find a route or multiple routes that Julia A. Holmes could have used to get to Pike's Peak. <br>1. What do you observe about the map? No opinions, conclusions, or background knowledge- just straight observations <br>2. Why would the Lawrence party choose a particular route and the contributing factors as to why they would choose one route over another? <br><br>Example of map guiding questions is included at the end of lesson. <br>Choose the Satellite image (below the orange "Map Layers" key) to see the terrain in which Julia would have crossed (let the students know that this is a current image of the terrain). This will give a mental picture for the landscapes she would have come across without the city being present. |

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| STORY of US<br>*Explore the History and Geography of the Pikes Peak Region*<br><br>A B C D E<br>F G H I J K L<br>M N O P Q R S<br>T U V W X Y Z<br><br>http://storyofus.tierraplan.com/ | <span style="color:blue">Click on letter B</span><br><br>Click on Bloomer Girl<br><br><span style="color:green">Click on the orange flag marking Pikes Peak</span><br><br>Click on Photographs<br><br><span style="color:purple">Click on the forward button until you get to the 5<sup>th</sup> picture "Two Women Walking up the Cog Railway"</span><br><br>1. Describe the terrain that Julia Archibald Holmes crossed in order to reach Pike's Peak.<br>2. Would the "Bloomer Costume" aide or hinder walking along the established routes to gain access to Pikes Peak? Use the other articles and the map to aide you in supporting your answer. |

| Document Title<br>**Women Suffrage in the West** | GUIDING QUESTIONS: |
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| <br><br>http://www.crusadeforthevote.org/primary-documents-1 | Scroll down to "Women's Suffrage in the West." Click on each of the primary sources to read the synopses focusing on the two maps provided.<br><br>1. What do you notice about the maps? List similarities and differences stating observations with no opinions, conclusions, or background knowledge-just straight observations.<br>2. How do these observations compare to the prior observations with the map showing the routes to Pikes Peak?<br>3. What conclusions can you come up among the three maps provided? Support your answers through the use of the maps. |

| **Document Title** | GUIDING QUESTIONS: |
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| **History of Woman Suffrage: 1861-1876** | 1. Read pages 345-346 of this document, list Kansas' contribution(s) to the convention. Having listed your ideas, how might Kansas have carried an important part in the promoting of Women's Suffrage Movement? Support your answer with evidence from the text. |
|  | On page 346, look at who gave the speeches. |
| https://books.google.com/books?id=DINKAAA AYAAJ&pg=PA346&lpg=PA346&dq=#v=onepag e&q&f=false | 2. Mrs. Archibald, of Kansas, spoke before the Congressional Committee. How do you think this shaped Julia's ideals and beliefs growing up in a household where her mother was friends with Elizabeth Cady Stanton and a staunch Women's Suffrage supporter? |

| **Document Title** | GUIDING QUESTIONS: |
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| **The Magnificent Mountain Women: Adventures in the Colorado Rockies** (book excerpt) | 1. What elements (emotionally, physically, etc.) guided (drove, helped) Julia Archibald Holmes to accomplish her ascent to the top of Pikes Peak gaining her the title of "the first white woman to climb Pikes Peak"? |
|  | 2. What ideals of the Suffragette movement were represented through Julia's writings? |
|  | 3. How do you think her perceptions of women's rights helped her to persevere through traveling overland and climbing the Peak? |
| https://books.google.com/books?id=7xCfxJWgMGgC& pg=PA2&lpg=PA2#v=onepage&q&f=false |  |

| **Document Title** | GUIDING QUESTIONS: |
|---|---|
| Julia Archibald Holmes: First Woman to Summit Pike's Peak | |



http://www.coloradovirtuallibrary.org/digital-colorado/colorado-histories/beginnings/julia-archibald-holmes-first-woman-to-summit-pikes-peak/

GUIDING QUESTIONS:

1. Why did Julia Archibald Holmes receive discouraging remarks for her decision to journey to and climb Pikes Peak?

2. What have you succeeded in accomplishing that others said you wouldn't be able to? What type of remarks were made while you were trying to attain your goal? Do you think that they would be similar or different from the ones made toward Julia Archibald Holmes? Prove your responses using excerpts from the text(s)/pictures.

3. How do you feel your accomplishment and Julia Archibald Holmes are similar and, yet, different from one another?

4. What do you think about the title of this picture? What important word is it missing? Who had lived in Colorado prior to the arrival of Europeans?

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**Document Title**

The bicycle - the great dress reformer of the nineteenth century! / Ehrhart.



https://www.loc.gov/item/2012648650/

GUIDING QUESTIONS:

1. What characteristics of the "Bloomer Costume" would appeal to the Suffragette Movement causing it to represent their cause? Support your reasons through examples throughout the previous texts.

2. How might the "Bloomer Costume" have contributed to the acceptance of the outfits geared for bicycles in the late 1880s?

| Document Title | GUIDING QUESTIONS: |
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| **Document Title**<br><br>Story of Us<br><br><br><br>http://storyofus.tierraplan.com/ | 1. **Compare and contrast the outfits seen in the picture "Two Women climb the Cog…" with the artifact (picture) of the "Bloomer Costume" and describe which would be more successful to ascending Pikes Peak.<br><br>2. What elements of the "Bloomer Costume" and the outfits created for female bicycle riding be controversial during the Progressive/Victorian Eras? Use the pictures (provided throughout this lesson) or while looking at the artifact (within the museum) to aide and prove your answers.<br><br>**Click on letter B-Click on Bloomer Girl-Click on the orange flag marking Pike's Peak-Click on Photographs-Click on the forward button until you get to the 5th picture "Two Women Walking up the Cog Railway" |

**Assessment Question**

How did the "Bloomer Costume" aide Julia Archibald Holmes in crossing through Kansas, climbing Pike's Peak, and allowing her to spread the ideals of the Suffragette movement?

**Response**

Elements of Responses:
- Fluidity of movement, split leg pantaloons under shorter skirt, not as heavy, lost the hoop/crinoline under the skirts
- No longer constrained by society's norms on what women should wear
- If loosen up society's norms on dresses for women, this would allow women to think for themselves
- Open to interpretation

Suggestions for Guiding Map Questions (digging deeper into map exploration)
1. How was the map created? (computer, hand drawn, already created but added layers-editing-comments, etc.)
2. What year and by whom was the map created?
3. What type of map is represented? (atlas, climatic, physical, political, street, relief, thematic, topographical, etc.)
4. Does it have a key or legend, if so, what is shown within this key?
5. Is a compass rose on the map? If not, where would the cardinal directions be located on the maps?
6. Could the map be used as a primary (done at the time an event/something is occurring) or secondary (created after the fact or by someone who wasn't present during the event) resource?
7. Does it represent the information being asked?
8. Look at the validity of the information being represented-Does it have valid "meta data" (information utilized to create the map)?