

Colorful Colorado:

The People, The History, The Stories



Table of Contents

1. Welcome Letter

2. State Standards

3. Lesson 1: The Land

4. Lesson 2: The History

5. Lesson 3: The People

6. Final Project

7. Composer Biographies

8. Resource Pages

YouTube Playlist can be accessed [HERE](#)

*Additional piece not available on YouTube:

Indigenous/Undigenous II: Lenape

Welcome Letter

Thank you for signing up for one of our Youth Concerts. We look forward to having you and your students with us in Boettcher Concert Hall soon.

The following is a Unit Plan directly connected with the Youth Concert: Colorful Colorado. This unit plan is not a requirement in order to understand the concert better, but more of a resource to use as you prepare your students for the concert experience. This unit allows you and your students to experience the music we will be performing as we commemorate the sesquicentennial anniversary (150th) of the state of Colorado.

We encourage you to use whatever parts of the plan you would like, whether that's taking a few classes and using the entire plan, or picking and choosing what would fit your classroom best.

We would love to see your student's Colorado postcards that they created! Please send pictures of the postcards to: communityeducation@coloradosymphony.org
Each submission will be entered into a drawing for free tickets to a 2025/26 Colorado Symphony concert.

Happy learning,

Lindsay Genadek, Breanna McCaughey and Autumn Stolle

~ Community Education Department Staff



State Standards - 3rd Grade

*Standards listed are from CDE Core Curriculum Standards 3rd Grade.

READING, WRITING AND COMMUNICATING:

- Standard 1: Oral Expression and Listening
 - Collaborate effectively as group members or leaders who listen actively and respectfully, pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.
 - Deliver effective oral presentations for varied audiences and varied purposes.
- Standard 2: Reading for all Purposes
 - Read a wide range of informational texts to build knowledge and to better understand the human experience.
- Standard 3: Writing and Composition
 - Craft informal/explanatory texts using techniques specific to the genre.
- Standard 4: Research Inquiry and Design
 - Gather information from a variety of sources; analyze its quality and relevance; and use it ethically to answer complex questions.

MUSIC STANDARDS:

- Standard 2: Creation of Music
 - Compose, improvise, and arrange simple melodic and rhythmic phrases to convey intent.
- Standard 4: Response to Music
 - Evaluate and respond to music using criteria to make informed musical decisions.
 - Connect musical ideas and works with societal, cultural, and historical context to understand relationships and influences.

VISUAL ARTS STANDARDS:

- Standard 3: Invent and Discover to Create
 - Plan and create works of visual art and design recognizing various purposes and intentions.

SOCIAL STUDIES STANDARDS:

- Standard 1: History
 - Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.
 - Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.
- Standard 2: Geography
 - Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.
 - Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.
- Standard 4: Civics
 - Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

PHYSICAL EDUCATION STANDARDS:

- Standard 2: Physical and Personal Wellness
 - 1. Demonstrate positive social behaviors during physical activity.
- Standard 3: Social Emotional Wellness
 - Demonstrate positive social behaviors during physical activity.

MATHEMATICS STANDARDS:

- Standard 1: Number and Quantity
 - NBT.A. Number & Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic. A range of algorithms may be used.



State Standards - 4th Grade

*Standards listed are from CDE Core Curriculum Standards 4th Grade.

READING, WRITING AND COMMUNICATING:

- Standard 1: Oral Expression and Listening
 - Collaborate effectively as group members or leaders who listen actively and respectfully, pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.
 - Deliver effective oral presentations for varied audiences and varied purposes.
 - Standard 2: Reading for all Purposes
 - Read a wide range of informational texts to build knowledge and to better understand the human experience.
 - Standard 3: Writing and Composition
 - Craft informal/explanatory texts using techniques specific to the genre.
 - Standard 4: Research Inquiry and Design
 - Gather information from a variety of sources; analyze its quality and relevance; and use it ethically to answer complex questions.
-

MUSIC STANDARDS:

- Standard 2: Creation of Music
 - Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.
- Standard 4: Response to Music
 - Evaluate and respond to music using criteria to make informed musical decisions.
 - Connect musical ideas and works with societal, cultural, and historical context to understand relationships and influences.

SOCIAL STUDIES STANDARDS:

- Standard 1: History
 - Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.
 - Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.
 - Standard 2: Geography
 - Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.
 - Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.
 - Standard 4: Civics
 - Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.
-

PHYSICAL EDUCATION STANDARDS:

- Standard 2: Physical and Personal Wellness
 - 1. Demonstrate positive social behaviors during physical activity.
 - Standard 3: Social Emotional Wellness
 - Demonstrate positive social behaviors during physical activity.
-

VISUAL ARTS STANDARDS:

- Standard 3: Invent and Discover to Create
 - Investigate ideas of personal interest to plan and create works of visual art and design.



State Standards - 5th Grade

*Standards listed are from CDE Core Curriculum Standards 5th Grade.

READING, WRITING AND COMMUNICATING:

- Standard 1: Oral Expression and Listening
 - Collaborate effectively as group members or leaders who listen actively and respectfully, pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.
 - Deliver effective oral presentations for varied audiences and varied purposes.
 - Standard 2: Reading for all Purposes
 - Read a wide range of informational texts to build knowledge and to better understand the human experience.
 - Standard 3: Writing and Composition
 - Craft informal/explanatory texts using techniques specific to the genre.
 - Standard 4: Research Inquiry and Design
 - Gather information from a variety of sources; analyze its quality and relevance; and use it ethically to answer complex questions.
-

MUSIC STANDARDS:

- Standard 2: Creation of Music
 - Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.
- Standard 4: Response to Music
 - Create and use specific criteria in responding to a musical performance.
 - Identify differences and commonalities in music from a variety of sources and intentions (e.g. historical periods, cultures, and genres.)

SOCIAL STUDIES STANDARDS:

- Standard 1: History
 - Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.
 - Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.
 - Standard 2: Geography
 - Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.
 - Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.
-

PHYSICAL EDUCATION STANDARDS:

- Standard 2: Physical and Personal Wellness
 - Participate in and understand the benefits of regular physical activity.
 - Standard 3: Social Emotional Wellness
 - Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
-

VISUAL ARTS STANDARDS:

- Standard 3: Invent and Discover to Create
 - Plan works of visual art and design where intended meaning is communicated to viewers.



Unit Plan

Colorful Colorado

Grades 3rd - 5th

Summary:

In this unit, students explore how Colorado's geography has shaped its history and the lives of its people. Through maps, stories, and songs, they'll learn how the land influenced settlement, culture, and identity. Music is used as a tool to understand the past and express connections between people and place. The unit ends with the Colorado Symphony performance that highlights Colorado's rich and diverse heritage.

Essential Question:

How have Colorado's geography and history influenced the music and cultures of its people?

Materials Needed:

Student Packet
Coloring Materials
Computers for Research
Speakers
Projection if wanted
Scissors
Glue Sticks

Optional Materials:

Plastic tubs
Sand or rice
Rocks or beads
Paper plates or cups

Repertoire Selection:

- William Tell Overture - Gioachino Rossini
- Where the Columbines Grow - Dr. Arthur John Fynn
- Rocky Mountain High - John Denver
- The Moldau - Bedřich Smetana
- Indigenous/Undigenous II - Lenape - Brent Michael Davids
- "Paconchita" Latin Overture - Oscar Navarro
- All The Songs That Nature Sings - Stephen Lias
- The Dry and Dusty West - Martin Gilmore

Cross-Curriculum Collaborations:

Physical Education

Social Studies

Literacy

Music

Visual Art



Lesson 1

The Land

Grades 3rd - 5th

Summary:

Students will learn about Colorado's three main regions by creating labeled maps, connecting each region to music using active listening, and "climbing a 14er" with a movement and math challenge. This lesson blends geography, music, and physical education to build knowledge and engagement.

Essential Question:

How do Colorado's land regions shape the way we experience its geography, music, and outdoor adventures?

Materials Needed:

- Student Packet
- Coloring Utensils
- Computers for Research
- Speakers
- Projection for Quick Facts
- Scissors

Repertoire Selection:

- The Dry and Dusty West - Martin Gilmore
- All the Songs That Nature Sings - Stephen Lias
- The Moldau - Bedřich Smetana

Cross-Curriculum Collaborations:

Social Studies Physical Education Literacy Music Visual Art



Map It Out

Activity Description:

Explore the four unique regions of Colorado in this interactive activity where students will learn about what makes each region unique and create their own map of Colorado.

Activity Preparation:

- Map of Colorado in Student Packet
- Coloring utensils
- Projector or students can discover the regions on their own with computers.

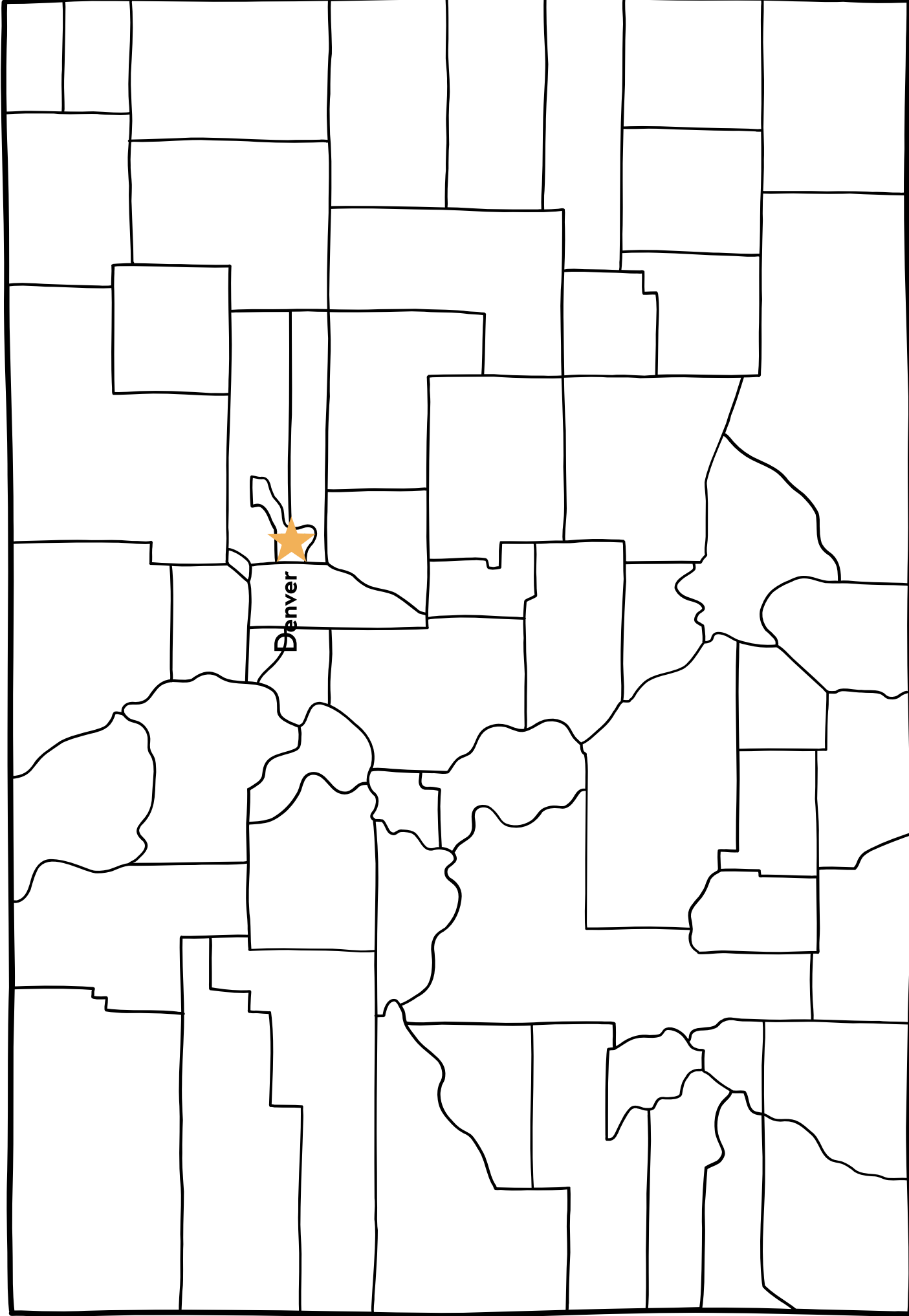
Directions:

- While students are learning about each region, have them place and label the following on the map of Colorado:
 - Lightly color each region
 - National Parks
 - Mesa Verde National Park
 - Black Canyon of the Gunnison National Park
 - Rocky Mountain National Park
 - Great Sand Dunes National Park
 - Major rivers (Colorado River, Gunnison River, South Platte, etc.)
 - Your city

Discussion/Exit Questions:

What region are you located in?
What region do you like the best and why?

TOP



The Western Slope/Colorado Plateau Region

- The Western Slope region lies just west of the Rocky Mountains.
- The Colorado Plateau is centered around the four corners in southwestern Colorado.
- They are full of plateaus and mesas, deep canyons, and wide valleys.
- These regions are much drier than other regions and is considered a high desert. However, with the Colorado and Gunnison rivers flowing through, it makes it the perfect climate for crops like peaches, apples, and corn.
- Two of the four National Parks are located in these regions and each offer a very unique experience.



- These regions are home to a variety of plants and animals that can live in dry places, like cacti, jackrabbits, coyotes, lizards, and snakes.
- Native American tribes like the Ute and Navajo have lived in this region for thousands of years.
- People visit these regions to explore famous national parks like Mesa Verde, mountain bike, hike and rafting the Colorado River.

Click the links to explore this region

- **The Grand Mesa** is the largest flat top mountain in the world!
- **The Colorado National Monument**
- Sink your teeth into the **Palisade Peach**
- Learn about the beautiful land and history of the Ute tribe at **Ute Mountain Tribal Park**
- Step back to when the Dinosaurs roamed at **Dinosaur National Monument**
- **Yucca House National Park**

National Parks

- **Mesa Verde National Park**
- **Black Canyon of the Gunnison National Park**

Music

The Dry and Dusty West
- Martin Gilmore

Listen and Learn

Activity Description:

Meet our friend, Martin Gilmore, and learn about the bluegrass style of music

Directions:

Listen to Martin Gilmore's introduction video [HERE](#) and listen to his song The Dry and Dusty West to learn about the bluegrass style of music and its history in Colorado. Explore the different instruments in a bluegrass band by clicking each instrument below.

Fiddle



Mandolin



Bass



Banjo

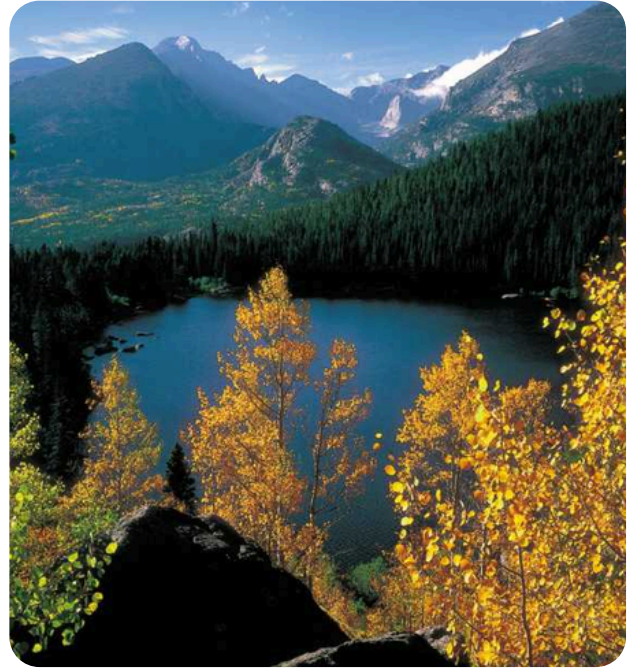


Guitar



The Rocky Mountain Region

- The Rocky Mountain region in Colorado is full of tall mountains, deep valleys, and beautiful forests. These mountains were formed millions of years ago when huge pieces of the Earth's crust slowly pushed together, causing the land to rise and form peaks. Glaciers and rivers, such as the Colorado River and Arkansas River, helped carve the land into sharp ridges and wide valleys.
- The Colorado Rockies include some of the highest mountains in the United States, like Mt. Elbert, which is the tallest in Colorado at 14,440 feet!



- This region is home to deer, elk, black bears, bighorn sheep, mountain lions and marmots, among other species. These animals can be found amongst vegetation such as pine trees, aspen trees, and wildflowers.
- Native American tribes like the Ute have lived in the mountains for hundreds of years and still have strong connections to the land.
- Today, many people visit the Colorado Rocky Mountain region to hike, camp, ski, and enjoy the amazing views.

Click the links to explore this region

- Explore the 28 different ski resorts in Colorado - [Colorado Ski Country](#).
- Explore [Pikes Peak](#), the inspiration for the song America the Beautiful and home of the highest cog railroad in the world.
- [Eisenhower-Johnson Memorial Tunnel](#) and the Continental Divide.
- Read about the sacred history of the [Indian Hot Springs](#).

National Parks

- [Rocky Mountain National Park](#)
- [The Great Sand Dunes National Park](#)

Music

[All The Songs That Nature Sings](#)
- [Stephen Lias](#)



Active Listening

Activity Description:

Students will learn quick facts about and listen to Stephen Lias' piece All the Songs That Nature Sings while imagining various landforms around the state of Colorado

Activity Preparation:

- Active Listening Sheets
- Scissors
- Glue Sticks

Music to Play: All the Songs That Nature Sings - Stephen Lias

Directions:

- Cut out the different landforms and discuss what each of them are.
- Click [HERE](#) to listen to this excerpt of All the Songs That Nature Sings by Stephen Lias
- Listen all the way through once without stopping and ask students to be thinking of the different landforms.
- Listen a second time and stop at each time mark.
- Have students glue what landform they hear in each section of the music.
- Have students find a partner to compare and contrast their worksheets.

Quick Facts:

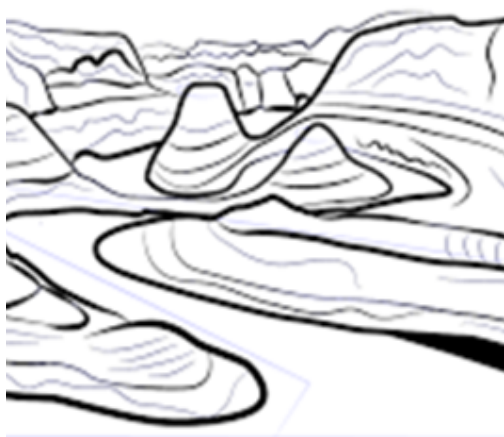
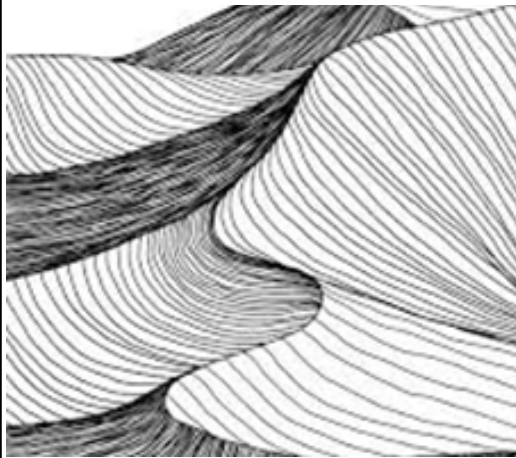
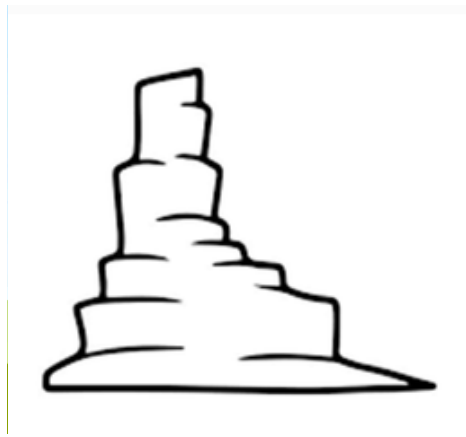
- This piece was commissioned by the Boulder Philharmonic and was completed in January of 2017.
- The piece is about Rocky Mountain National Park and was supported by the National Endowment for the Arts.
- It premiered both in Boulder and the Kennedy Center for the Performing Arts in March of 2017.
- Stephen Lias' inspiration for both the piece and the title came from the following transcript:

"The trail is the short Northwest passage to nature's wonderland. With all its curves and windings it is essentially poetic; it knows the beauty of flowing lines; it is ever in the midst of those things that charm and cheer. It seeks out all the beauty spots and, like a great character, finds only that which is the best. We think of it accompanying the clear and fern-fringed brooks, and in the imagination follow it through mountain passes, curving along narrow vistas across which fall the shadows of the pines. We know it will frequently feel the rapture of silent scenes and often go close to the wild cataracts that leap in glory; at all times it is enlivened with the melody of the wild, ever charmed with echoes far and dim, ever bathed in the aroma of the wilderness, and it is in the heart of all the songs that nature sings."

From "The Rocky Mountain National Park" (1924) by Enos Mills

All The Songs That Nature Sings

Time: 00	Time: 00.30	Time: 00.58	Time: 01.09
Time: 01.33	Time: 01.50	Time: 02.11	Time: 02.58

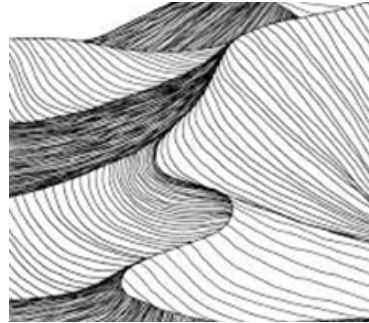


Key.

Plains



Sand Dunes



River



Lake



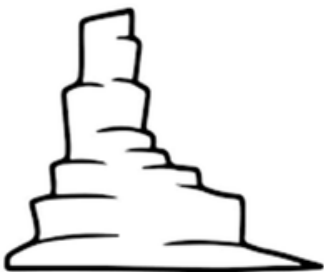
Canyon



Mountains



Monument





Summit A 14er

Activity Description:

Students can experience what it is like to hike a 14er in the comfort of their own schoolgrounds.

Activity Preparation:

- This activity is best performed on a school track but can be completed anywhere outside (even around the school building.)
- You can complete this in one day or multiple days.
- Students will need their Summit A 14er worksheet and a pencil.

Directions:

- Head to the track and walk or run 7 laps in order to summit one of the highest peaks in Colorado.
- You begin your summit at a mile high, 5,280 ft.
- Each lap around the track is approximately 1320 ft.
- For each lap, add 1320 to the total elevation until you reach the summit. The summit is 14,520 ft.
- Have students label where Mt. Harvard is located on their map of Colorado.
- Take a class picture!

Discussion Question:

- Has anyone in this class hiked a 14er? Does anyone go hiking?
- What do you like about hiking?
- What are ways we can help keep our trails and our forests safe so everyone can enjoy them?

Summit A 14er

Directions:

- Head to the track and walk or run 7 laps in order to summit one of the highest peaks in Colorado.
- You will begin your summit at a mile high, 5,280 ft.
- Each lap around the track is approximately 1320 ft.
- For each lap, add 1320 to the total elevation until you reach the summit.
- On your map of Colorado, label where Mt. Harvard is located.

Lap	Elevation Gained (ft)	Total Elevation (ft)	Notes:
		5280	Begin at the mile high city: Denver (5280 ft)
1	1320		Did you know there are 58 14ers in Colorado?
2	1320		Keep Climbing!
3	1320		Tree line is at 12,000 ft. How close are you to that? Write your answer here: _____
4	1320		The oxygen level here is about 14.3% compared to sea level which is approximately 21%.
5	1320		Keep Climbing!
6	1320		Mountain goats can live in elevations from 5,000 ft up to 13,000 ft!
7	1320	<u>Grand Total:</u>	Congratulations! You just reached the summit of Mt. Harvard, the 3 rd highest peak in Colorado.

The Plains Region

- The Great Plains region covers the eastern third of Colorado and is quite different from the mountains most people think when they picture Colorado. This area is mostly flat with gently rolling hills, and it stretches for miles with wide-open spaces and high skies.
- This region used to be covered in tall grasses and was home to animals like bison (buffalo), prairie dogs, and antelope. Cheyenne and Arapaho tribes lived here and followed the bison herd for food, clothing, and shelter.



- Today, much of the land is used for farming and ranching. Farmers grow crops like corn, wheat, and sunflowers, and ranchers raise cattle and sheep.
- Because there aren't many trees, the wind can blow hard across the plains, and the weather can change quickly resulting in blizzards and tornadoes!

Click the links to explore this region

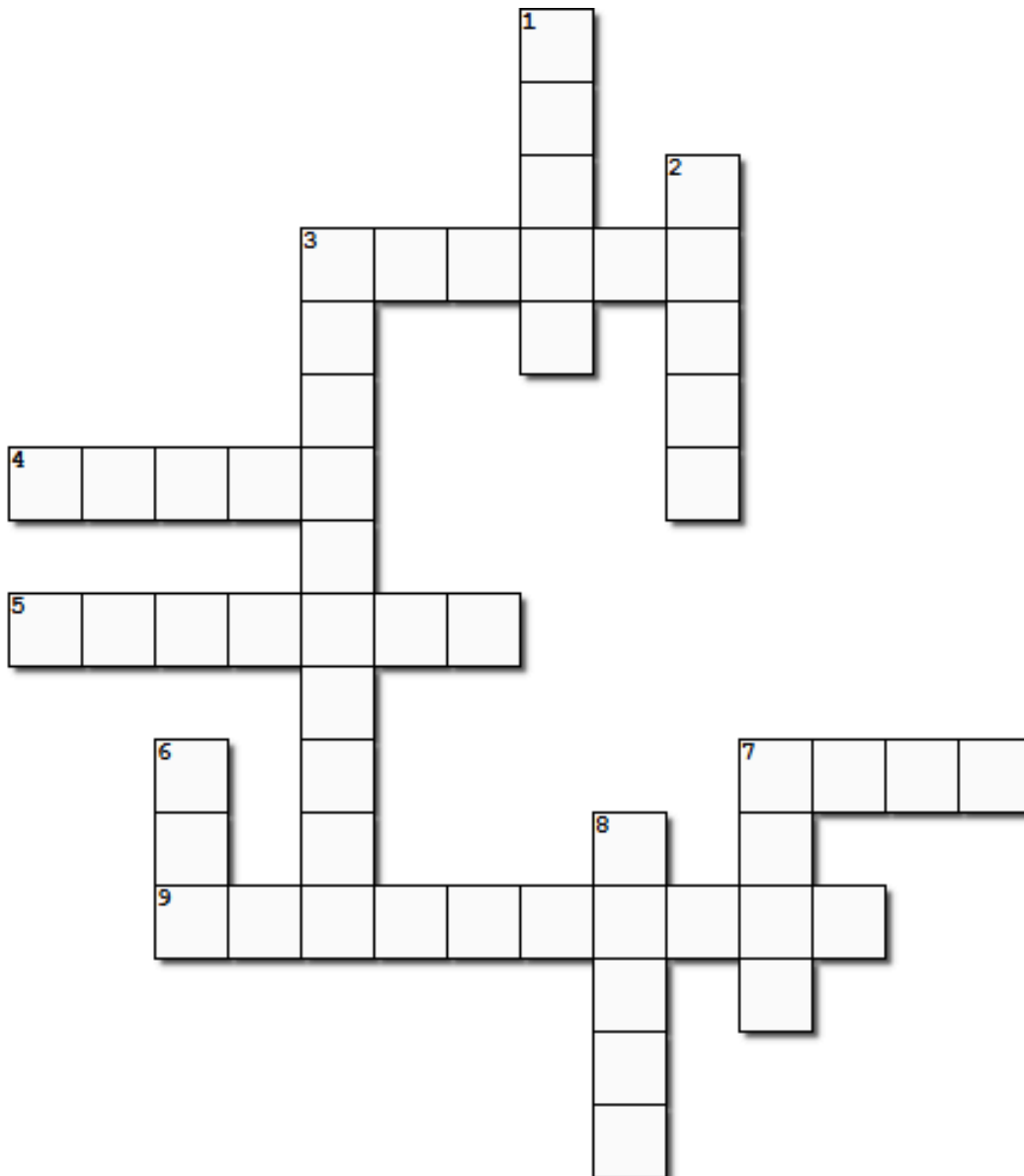
- Explore the history of the Pawnee National Grasslands
- Visit Jackson Lake State Park, an International Dark Skies Park
- Walk in actual dinosaur tracks at the Picket Wire Canyonlands
- Tastes the sweetness of Rocky Ford Melons

Music

The Moldau
- Bedřich Smetana

Colorado Agriculture Crossword Puzzle

Complete the crossword below featuring the important agriculture found around Colorado.



Across

- 3. Dairy product made from milk
- 4. Colorado's top grain crop used in bread
- 5. Horses eat this type of dried hay
- 7. Olathe, Colorado is known for this tall plant often used for cattle feed and human consumption
- 9. A pepper grown in southern Colorado

Down

- 1. Clear liquid plants need to grow
- 2. A fruit famous in Palisade, Colorado
- 3. A sweet orange melon grown in Rocky Ford
- 6. Animal raised for bacon
- 7. Baby cow
- 8. A farm animal that gives us wool

Colorado Agriculture Crossword Puzzle - KEY

Across:

3. Dairy product made from milk - CHEESE
4. Colorado's top grain crop used in bread - WHEAT
5. Horses eat this type of dried hay - ALFALFA
7. Olathe, Colorado is known for this tall plant often used for cattle feed and human consumption - CORN
9. A pepper grown in southern Colorado - GREEN CHILI

Down:

1. Clear liquid plants need to grow - WATER
2. A fruit famous in Palisade, Colorado - PEACH
3. A sweet orange melon grown in Rocky Ford - CANTALOUPE
6. Animal raised for bacon - PIG
7. Baby cow - CALF
8. A farm animal that gives us wool - SHEEP



Active Listening - The Moldau

Discussion Questions:

- Water is essential to each region in Colorado. The Colorado River alone provide water to not only Colorado, but to states as far as California. What are ways we can help ensure our water systems are protected?
- What are some sounds that water makes?
- Have you ever listened to music that tries to imitate water?

Setting the scene:

Two gentle springs bubble up in the forest before they merge into one river.

Close your eyes and listen to this section of Smetana's The Moldau. Notice what pictures come into your mind. Answer the following questions.

Happy / Sad

Loud / Soft

Fast / Slow

Light / Heavy

Smooth / Choppy

Excited / Relaxing

Straight / Twisty

Gentle / Aggressive

Dark / Bright

Write down three or four colors that match the feeling of the music.

Circle which instruments you hear.

Clarinet

Percussion

Violin

Flute

Trumpet

Oboe

Horn



Water Music Composition

Activity Description:

Create your own short piece of music inspired by the water in Colorado! Use sounds, rhythms, and instruments (or found objects) to show how water moves and sounds.

Activity Preparation:

- This activity can either use body percussion (snapping, clapping, tapping, stomping, whistling, etc.) to create water effects, or you can have students use actual water and items to create various water sounds.
- If choosing to use real water, please show students this [VIDEO](#) and have them bring one item from home that will be used in the composition activity.
- Have some extra items for students that forget or have them use their hands!

Discussion Questions:

What does water sound like? (rain, rivers, drips, splashes)
How does water move? (fast, slow, smooth, crashing, bubbling)

Directions:

- Students can be broken up into various group sizes or you can complete a composition with the entire class.
- Based on what each student is playing or using, create a unique symbol to be used for the composition.
- Begin by determining what type of water body or water activity they are trying to mimic.
- Give students time to discover their water instrument.
- Students will then create a 30 second to 1 minute composition with their instruments.
- Have them write their unique symbols on a staff paper to show when and how long each instrument plays. Students can also add rhythms and other musical symbols (dynamics, tempo changes, etc.) if time.
- Have each group perform their composition for the class and explain what they were trying to mimic.



Lesson 2

The History

Grades 3rd - 5th

Summary:

Students will explore Colorado's past by building a timeline of important events, engaging in a hands-on Gold Rush activity, and learning about Colorado's two state songs. Through music, history, and interactive activities, students will connect how Colorado's history shaped the state we know today.

Essential Question:

How did events like the Gold Rush and other key moments shape the growth and identity of Colorado?

Materials Needed:

- Scissors
- Glue
- Computers for research
- Speakers
- Plastic tubs
- Sand or rice
- Rocks or beads
- Paper plates or cups

Repertoire Selection:

- William Tell Overture - Gioachino Rossini
- Where the Columbines Grow - Dr. Arthur John Fynn
- Rocky Mountain High - John Denver

Cross-Curricular Collaborations:

Social Studies

Literacy

Music



Colorado Timeline

Activity Description:

Students will learn about Colorado history through an interactive timeline activity.

Activity Preparation:

- Students will work in groups of 2-3 that can be pre-selected according to learning levels.
- Provide an 11" x 17" piece of paper to each group.
- Each group will need a pair of scissors, a glue stick or tape.
- Students will need access to a computer for researching dates.

Directions:

- Students will cut out each bullet point sentence.
- Have students draw a line across the middle of their paper.
- Students will then place each event on the timeline according to what order they think happened.
- Students will then begin researching each event to determine what year it occurred in history.
- When they find the date, they will write the date on the back of the slip of paper.
- When they have finished discovering each date, they will then create a timeline on their piece of paper by first writing each date chronologically starting with the earliest year and then gluing or taping the event next to the date.

Discussion Questions:

- What is a timeline?
- How are they helpful in understanding history?

TEACHER ANSWER SHEET

- 500 - The Anasazi culture develops in the region.
- 1541 - Spanish explorer Francisco de Coronado visits Colorado.
- 1682 - French explorer Robert de La Salle claims the land for France.
- 1803 - The United States buys eastern Colorado from France as part of the Louisiana Purchase.
- 1806 - American explorer Zebulon Pike follows the Arkansas River through Colorado.
- 1821 - The Santa Fe Trail opens.
- 1833 - Fort Bent is established as the first permanent settlement.
- 1848 - The United States acquires western Colorado from Mexico after the Mexican-American War.
- 1858 - Gold is discovered.
- 1858 - The city of Denver is established.
- 1861 - The Colorado Territory is formed by the U.S. Congress.
- 1864 - The Sand Creek Massacre occurs and many Cheyenne and Arapaho are killed.
- 1867 - Denver City becomes the capital of the territory.
- 1870 - The Denver Pacific Railway reaches Denver.
- 1876 - Colorado is admitted to the Union as the 38th state.
- 1894 - Colorado becomes the second state to give women the right to vote

- The Santa Fe Trail opens.
- Spanish explorer Francisco de Coronado visits Colorado.
- The Sand Creek Massacre occurs and many Cheyenne and Arapaho are killed.
- French explorer Robert de La Salle claims the land for France.
- The United States buys eastern Colorado from France as part of the Louisiana Purchase.
- The Anasazi culture develops in the region.
- Fort Bent is established as the first permanent settlement
- The United States acquires western Colorado from Mexico after the Mexican-American War.
- Gold is discovered.
- The Colorado Territory is formed by the U.S. Congress.
- Denver City becomes the capital of the territory.
- The Denver Pacific Railway reaches Denver.
- American explorer Zebulon Pike follows the Arkansas River through Colorado.
- Colorado is admitted to the Union as the 38th state.
- The city of Denver is established.
- Colorado becomes the second state to give women the right to vote.

The Colorado Gold Rush

- Gold was first discovered in 1858 in what is now Confluence Park in Denver along the South Platte River and Cherry Creek.
- The slogan “Pikes Peak or Bust” was created not because gold was first found on or near Pikes Peak, but because it was a well known location.
- It is believed that almost 100,000 people rushed to Colorado between 1858 and 1860.



- The prospectors were called “Fifty-Niners” in reference to 1859, the peak year of the rush.
- Some towns like Central City and Black Hawk were built really fast to support the miners.
- Most of the gold seekers didn’t find gold or much of it. About $\frac{1}{3}$ of the people who came to Colorado left within a year but many stayed to do other jobs.
- As many settlers arrived, Native Americans were pushed off their land. The U.S. government made unfair treaties and broke promises forcing them to move to reservations.
- Mining operations damaged land and rivers and affected animals in the areas making it even harder for the Native Americans to hunt, find food and grow crops.
- You can still find gold in Colorado today! Visit some of the old mines to pan for gold and see what mines looked like.

Explore the Mines

The Argo Mill and Tunnel - Idaho Springs

Phoenix Gold Mine - Idaho Springs

The Mollie Kathleen Gold Mine - Cripple Creek

Hidee Gold Mine - Central City

Western Museum of Mining & Industry - Colorado Springs

Arapahoe Bar Gold Panning Park - Wheat Ridge

Other Resources:

Watch the short videos in this article to see gold panning in action:

The Prospect of Prospecting

9News Story



Pikes Peak or Bust!

Activity Description:

Students will learn about the Colorado Gold Rush and how it impacted settlement, transportation, the environment, and Native communities. They will engage in a role-playing activity to simulate life during the rush.

Activity Preparation:

- 3-5 plastic tubs
- A handful of painted gold rocks (small pebbles) or yellow beads
- Sand or rice for each tub
- Cups, paper plates or spoons
- Fill each plastic tub with sand or rice and hide some of the “gold” in each tub. **There does not need to be an even distribution of gold between the tubs and some can even contain no gold.**

Music to Play: William Tell Overture - Gioachino Rossini

Directions:

- Read about the Colorado Gold rush using the Quick Facts page.
- Have students locate and label the following on their Colorado Map:
 - Pikes Peak
 - Central City
 - Idaho Springs
- Divide students into groups of 3-5, based on how many plastic tubs you have.
- Explain that each group will have 30 seconds to try and find gold using whatever utensil they chose. (Most students will not find any gold!) Begin playing William Tell Overture and
- Once every group has had a chance to mine for gold, have them count what they found.
- Use the discussion questions to talk about the realities of the gold rush.

Discussion Questions:

- How did it feel to search for gold?
- Was it fair?
- What do you think people did once they realized they were not going to find enough gold?
 - Discuss how most people left but others stayed to take on other jobs like shopkeepers, miners, teachers, etc.



Active Listening: State Songs

Activity Description:

Students will compare and contrast the two official state songs of Colorado.

Activity Preparation:

- Student packet

Music to Play:

Rocky Mountain High - John Denver and Where the Columbines Grow - Dr. Arthur John Fynn

Directions:

- Read students the quick facts of each song.
- Have students listen to both Rocky Mountain High and Where the Columbines Grow. If needed, have them listen a couple of times.
- Students can write words for each song that include similar words, scenery, tempo, sound, etc.
- Have them fill out the two questions at the bottom of the page.
- Bonus: Have students learn the chorus of one or both songs!

Rocky Mountain High Facts:

- Written by John Denver and Mike Taylor and recorded in August 1972.
- Inspired by a meteor shower he witnessed while camping near Aspen.
- It took 9 months for the song to be completed.
- It was adopted as Colorado's second state song in March of 2007.

Where the Columbines Grow Facts:

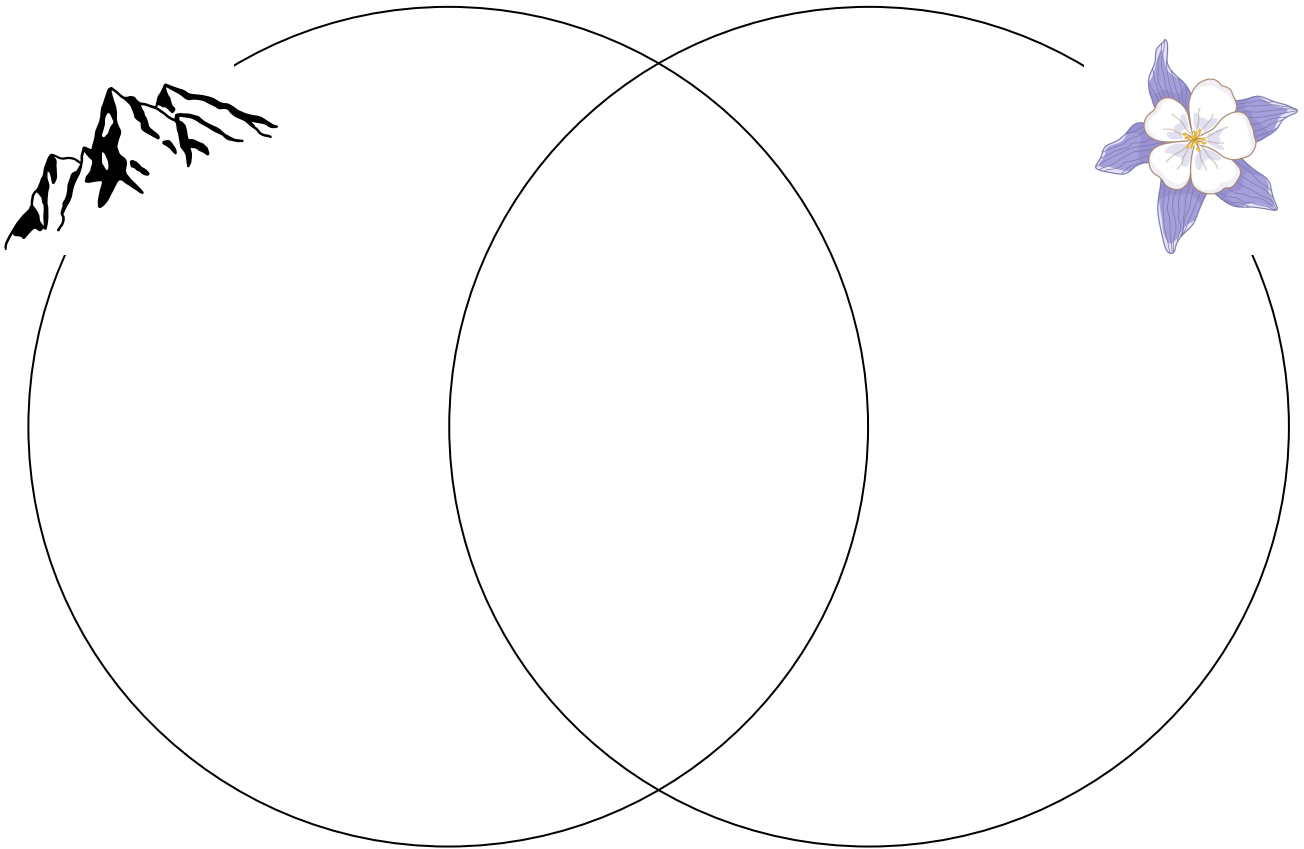
- Written and composed by Dr. Arthur John Fynn in 1911.
- Inspired by seeing a meadow of columbines while traveling through Schinzel Flats in 1896.
- Adopted as the state song on May 8, 1915.
- There was criticism that the song didn't mention Colorado, so a 4th verse was added in 1921, though it is rarely sung.

Exit Ticket Question:

What is your favorite thing about Colorado and why?

Compare and Contrast

Use the Venn diagram below to compare and contrast our two state songs. Then, write about the similarities and differences. (Think about lyrics, sound, tempo, etc.)



The two songs are similar because

They are different because



State Symbols Scavenger Hunt

See how many state symbols you can find and learn about!

Nickname	
Population (2024)	
Capital	
State Songs	
State Bird	
State Flower	
Slogan	
Amphibian	
Cactus	
Fish	
Insect	
Mammal	
Mushroom (est. 2025)	
Pet	
Reptile	
Tree	
Folk Dance	
Fossil	
Gemstone	
Mineral	
Rock	
Summer Sport	
Winter Sport	



Lesson 3

The People

Grades 3rd - 5th

Summary:

Students will explore the diverse cultures that have shaped Colorado, including Native American, Latino, African American, and Asian communities. Through discussion, listening and hands on activities, students will gain a deeper understanding of the influences that have shaped Colorado's culture.

Essential Question:

How have various individuals, groups, and ideas affected the development of Colorado?

Materials Needed:

- Student Packet
- Coloring Utensils
- Computers for Research
- Speakers
- Projection for Quick Facts

Repertoire Selection:

- Indigenous/Undigenous II - Lenape - Brent Michael Davids
- "Paconchita" Latin Overture - Oscar Navarro

Cross-Curriculum Collaborations:

Social Studies

Literacy

Music

Visual Art



Honoring Our Native Tribes

Activity Description:

This activity helps students understand the diversity of Native American tribes, their traditions, and their lasting impact on Colorado's history and culture.

Land Acknowledgement:

We are thankful to live and learn in Colorado, on the traditional lands of the Ute, Cheyenne, Arapaho, Apache, Navajo, and Puebloan people. We acknowledge these Native people have cared for the mountains, rivers, and plains long before Colorado was a state. They hunted, fished, grew food, told stories, and celebrated life. Even though the land looks different today, Native people are still here, and their cultures and traditions are still alive. We thank them for being the first caretakers of this land we now share.

Activity Preparation:

- Students will need their map of Colorado
- Coloring utensils
- Computers for researching

Directions:

- Read the above Land Acknowledgement to the students and explain why it's important.
- Learn about some of the Native tribes that lived in Colorado hundreds to thousands of years ago using the Quick Facts pages.
- Have students mark the area each tribe lived on their maps of Colorado
- There are many optional activities that help explore the people and the traditions of each tribe.

Native American Tribes of Colorado

Ute

- The Ute tribe is one of the oldest groups of Native people in Colorado, Utah, and New Mexico.
- The state of Utah is named after the Ute tribe.
- They call themselves Nuche or Núuchi-u meaning “the people.”
- The Ute people lived in tipis (teepees.)
- They hunted deer, elk, and buffalo and gathered nuts, berries, and roots.
- They were known for their hunting, trading, and as being excellent horse riders.
- They are also well known for their beautiful beadwork and baskets.
- Music and dancing were very important in their culture and they used drums, rattles and flutes in ceremonies.
- Their traditional stories teach lessons about nature, animals, and respect.

Optional Movement Extension:

The Ute have a traditional dance called the Bear Dance, which is one of their oldest traditions still celebrated every spring. Use this lesson guide to teach your students the Bear Dance: [Bear Dance Lesson Guide](#)

Navajo

- The Navajo call themselves Diné, which means “the people.”
- They lived in Arizona, New Mexico, Utah, and Colorado.
- They lived in Hogans, which were round homes made from wood, mud, and clay. The door would always face east, toward the sunrise.
- They grew corn, beans, and squash and also herded sheep and goats.
- Fry bread is a famous traditional food of theirs.
- The Navajo are known for their beautiful blankets and rugs and their silver and turquoise jewelry.
- Their beliefs are focused on living in harmony with nature and their celebrations included songs, prayers and sand paintings.
- Today, the Navajo Nation is the largest reservation in the U.S. and has its own government, schools, and businesses.

Extended Learning:

The Navajo Code Talkers served in all six divisions of the Marines during WWII. They have been credited for saving countless lives and helping take Iwo Jima with their unique language that was impenetrable. Learn more [HERE](#)

Native American Tribes of Colorado

Apache

- The Apache tribes lived in areas such as Arizona, New Mexico, Texas, and parts of Colorado.
- There are six major Apache-speaking groups: Chiricahua, Jicarilla, Lipan, Mescalero, Plains, and Western Apache. The Jicarilla Apache band lived in the Colorado area.
- They were primarily nomadic, meaning they moved around following food sources.
- They hunted deer, rabbits, and buffalo, and gathered plants, nuts, and berries.
- They lived in wickiups which were dome shaped huts made with branches, grass, and brush.
- They wore clothing made of deerskin: the men would wear pants, shirts and moccasins and the women wore dresses with beads and fringe.
- They were known as warriors and great horsemen.
- Music, dancing, and storytelling were very important traditions.
- The Apache art included weaving beautiful baskets, intricate beadwork, and making tools from bone and stone.
- Many Apache people live on reservations in Arizona, New Mexico, and Oklahoma.

Shoshone

- The Shoshone people lived in parts of Idaho, Wyoming, Utah, Colorado, and Nevada.
- The word Shoshone means “Grass House People” referring to the houses some groups lived in. They called themselves Newe meaning “people.”
- The Shoshone people hunted, fished, and gathered their food depending on where they lived. For the groups living on the plains, they hunted buffalo while other in the mountains and deserts relied on fish and plants.
- Northern and Eastern groups lived in tipis and Western and other groups lived in wickiups.
- Shoshone people wore clothing made of deerskin that was decorated with beads and porcupine quills and wore moccasins on their feet.
- They suffered from infectious disease epidemics and warfare with greatly decreased their populations.
- Many Shoshone people today live on reservations in Idaho, Wyoming, Nevada, and Utah.

Extended Learning: Sacagawea

Learn about the incredible, courageous woman who showed Lewis & Clark the way [HERE](#).

Native American Tribes of Colorado

Arapaho

- The Arapaho people originally lived in areas like Colorado, Wyoming, Nebraska, and Kansas.
- They spoke a language called Arapaho which is part of the Algonquian language family. Some people still speak this language today!
- The Arapaho National Forest in Colorado was established in July 1, 1908 by Theodore Roosevelt. It was named after the Arapaho tribe who occupied this part of the land during their summer hunting season.
- They are closely connected to the Cheyenne and Lakota (Sioux) tribes.
- They lived in tipis (teepees) from the hides of the buffalo they hunted. the buffalo also provided to them food, clothing, tools, as well as shelter.
- They spoke a language called Arapaho which is part of the Algonquian language family.
- The Arapaho people traveled by foot until around 1700 when they began to use horses, making hunting and traveling much easier and faster.
- Today, many Arapaho people live in Wyoming (Northern Arapaho Tribe) and Oklahoma (Southern Arapaho Tribe.)

Cheyenne

- The Cheyenne lived in Colorado, Wyoming, Montana, and the Dakotas.
- They are closely connected to the Arapaho and would often work together as allies.
- Like the Arapaho, the Cheyenne people also lived in tipis made of buffalo hides.
- The language Cheyenne is also a part of the Algonquian language family.
- The Cheyenne had special leaders called Council of Forty-Four Chiefs who were chosen for their wisdom and fairness.
- Ceremonies and dances, such as the Sun Dance, were very important for spiritual life.
- The Cheyenne were skilled horse riders and buffalo hunters.
- Their warriors were known to use painted shield and decorated horses in battle.
- Today, Cheyenne people live in Montana and Oklahoma.



Think & Share: Sand Creek Massacre

Directions:

- Read students the Quick Facts about the Sand Creek Massacre.
- Use the discussion questions to begin conversations about kindness.
- Have students complete the Think & Share worksheet.
- Have students locate and label the Sand Creek Massacre site on their Colorado maps.

Quick Facts:

- Because of the Pikes Peak Gold Rush, tensions began to rise amongst the white settlers and the tribes over water and food.
- Negotiations were made and treaties were established to create reservations where tribes could live and be protected by the Government.
- The Cheyenne and Arapaho people had set up a winter camp along Sand Creek with the understanding they were under the protection of the U.S. Government.
- Despite a U.S. flag and a white flag flying over their camp, Colonel John Chivington and a group of Colorado soldiers attacked the camp on the morning of November 29, 1864.
- The soldiers killed more than 230 peaceful people that morning, most being women, children, and elders.
- This is considered one of the darkest and saddest moments in Colorado and U.S. history and shows how unfairly Native Americans were treated, even when they were promised peace.
- The site of the massacre is now protected as the Sand Creek Massacre National Historic Site.

Discussion Questions:

- What do you think the Cheyenne and Arapaho felt when they were promised peace but then attacked?
- How do you feel when someone breaks a promise to you?

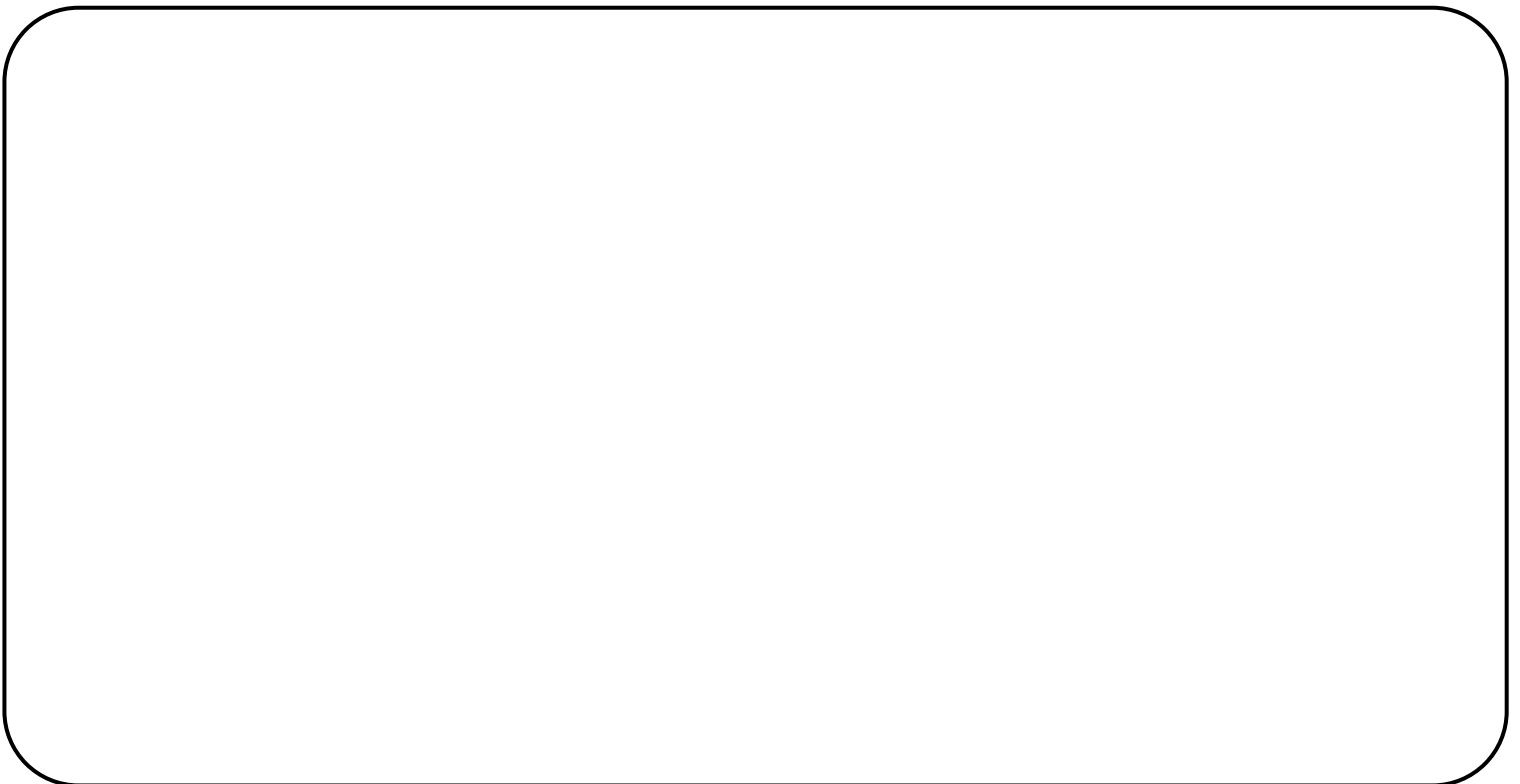
Additional Resources:

- <https://www.historycolorado.org/exhibit/sand-creek-massacre-betrayal-changed-cheyenne-and-arapaho-people-forever>
- <https://www.battlefields.org/learn/maps/sand-creek-nov-29-1864>
- https://kids.kiddle.co/Sand_Creek_massacre

Think & Share: Sand Creek Massacre

We can't change what happened at Sand Creek, but we can always learn and grow from it. What are some ways we can show respect, fairness, and kindness to others?

Write a sentence or draw one way you can be a keeper of peace in your own life:





Puzzle Story Listening Activity

Activity Description:

This story-based listening activity encourages students to listen to a piece of music and create a written story or picture inspired by it. Students can then compare and contrast their work with a partner.

Activity Preparation:

- Each student will work with a classmate who has not been pre-selected.
- Number a large piece of paper (one per pair of students) and label them with the same number in the top corners.
- Tear or cut each paper along a curved line, like a puzzle piece.
- Mix up the papers and hand one piece to each student.

Music to Play: Indigenous/Undigenous II - Lenape - Brent Michael Davids

Directions:

- Students get a worksheet with number at the top on each side with split curve (for puzzle piece with another student)
- Listen to Indigenous/Undigenous - II - Lenape by Brent Michael Davids.
- As students listen they doodle, write a story about what they hear, or draw a picture of what they hear.
- After listening to the piece, have students find their partner with the same number.
- On the back of your page, list 3 things that are similar with what they created and 3 things that are different.
- Have a gallery walk to show your work.
- Use the Discussion Questions to talk more in depth about the piece.

Discussion Questions:

- How did this piece make you feel?
- What were some images you saw in your head while listening to this piece?
- What do you think the composer meant by the title?



Biography Mixer

Activity Description:

This story-based listening activity encourages students to listen to a piece of music and create a written story or picture inspired by it. Students can then compare and contrast their work with a partner.

Activity Preparation:

- Assign each student a Home Group of 3-5
- Give them 2 historical Coloradans from the list below to research.
- Each group will choose 1 modern day person or band from Colorado to research.

Clara Brown
Augusta Tabor
Buffalo Bill Cody
Casamiro Barela
Chin Lin Sou

Daniel Cheeseman Oakes
Elizabeth Piper Ensley
Emily Griffith
Federico Pena
Teddy Roosevelt

Frances Wisebart
Jacobs Little Raven
Molly Brown
Mary Elitch Long
Owl Woman

Sadie Likens
William Jackson Palmer
John Denver
Doc Holliday

Directions:

- Assign each student to a Home Group of 3-5 students. Once students are in their groups, assign each student in the group a number.
- Each student will receive a Biography Research worksheet.
- Each Home Group will receive the names of 2 historic Coloradans to research. Each student in the group can be assigned a box to fill out in the worksheet or the group can research them together. (Each student needs to fill out a worksheet!)
- Have students research and determine a modern day person or band from Colorado to research.
- Break the students into the Mixed Groups based on the number they were assigned.
- Students in the Mixed Groups will each do a 2-3 minute presentation on the historical Coloradans they were assigned. (Hint: Keep a timer going so you can help students stay on track!)

Research Resources:

<https://www.historycolorado.org/biographies-notable-coloradans>

<https://history.denverlibrary.org/colorful-coloradans?page=0>

Biography Research

Biography of:

This person is known for:

Picture:

Early life:

Famous Quote:

Important life events:

Accomplishments:

Fun facts:

Cultures around Colorado

Latino Culture

- People of Mexican, Spanish, and other Latin American heritage have lived in Colorado for hundreds of years, especially in southern Colorado, long before it became a state.
- Many communities in Colorado speak both Spanish and English.
- The Spanish influence is very prominent with names such as Colorado, Alamosa, and Buena Vista.
- Latin cuisine is a big part of Colorado's food culture - green chilis, tamales, and sopapillas are especially popular.
- Latin music and dance styles like mariachi, salsa, and folklórico are often performed at festivals and community events.
- Colorado has many influences in the visual art as well. The Denver neighborhood, La Alma/Lincoln Park, is known for its colorful murals celebrating the Chicano and Latin history.
- Pueblo is known for its strong Latino heritage with many Latino families as far back as the 1900's working in the steel mines.

African American Culture

- African-Americans have been a part of Colorado history since the 1800's. Many coming because of the Gold Rush and ended up working on the railroad, in farms, and cities like Denver and Colorado Springs.
- Dearfield, Colorado was founded in 1910 and was the largest black homesteading settlement in Colorado.
- Organizations like NAACP Colorado Chapter have been around since the 1900's and have, and still work, for equal rights in schools, jobs, and housing.
- African American culture has significantly influenced the music scene around Colorado with jazz, blues, and gospel.
- Charles Burrell was a well known jazz and classical bass player who became the first African-American to become a member of a major American symphony when he played in the Denver Symphony Orchestra, now the Colorado Symphony.
- Communities celebrate African American heritage with events like Juneteenth celebrations and cultural festivals.
- African Americans have also contributed to Colorado sports, education, and the arts and have helped shape the state's history and culture.

Asian Culture

- Asian immigrants including Chinese and Japanese people, came to Colorado in the 1800's and worked on railroads, farms, and mines.
- Chinese immigrants settled in mining towns like Central City, Idaho Springs, and Black Hawk and ran laundries, restaurants, and herbal shops which helped contribute to the local economies.
- Japanese immigrants settled in areas like Denver and Longmont. Here, they farmed and contributed to the growth of agriculture in Colorado.
- Asian Coloradans have shared their traditions such as Chinese New Year, Obon festivals, and Japanese tea ceremonies which have added to the state's cultural diversity.
- The Asian culture in Colorado also includes martial arts, calligraphy, music and food such as sushi, dumplings, and stir-fry.
- Today, Colorado has vibrant Asian communities and organizations that celebrate their heritage, support education, and promote cultural events.



Music Review

Activity Description:

Students will have the opportunity to learn, listen and review a piece of music while connecting it to their own heritage.

Activity Preparation:

- Student packet with Think and Write page

Music to Play: Pancochita - Oscar Navarro

Directions:

- Students will use their Think and Share worksheet.
- Read the Quick Facts to the students.
- Use the discussion questions to prompt some pre-thinking.
- Have the students listen to Oscar Navarro's piece, Paconchita.
- Have students answer questions on the worksheet.

Quick Facts:

"Paconchita" is a Latin overture dedicated to my parents Paquito Navarro and Conchita González. It is a piece full of rhythm and energy with the percussion section having a great presence and highlighting the battery as group leader.

A great brass fanfare starts the overture giving way to a much more rhythmic section in which give-and-take dialogues begin between the different sections of the band, with the battery being one of the protagonist instruments at all times.

During the course of the work, we hear Latin rhythms fused with harmonies typical of Spanish folklore to create a seal of our land, the land which has seen the protagonists born and grow and to whom this work is dedicated: Paquito and Conchita.

Discussion Questions:

- What is something about your heritage that is important to you?
- What type of music do you listen to in your house?
- If you were to write a piece of music about your family, who would it be about?

MUSIC REVIEW

PIECE TITLE:

COMPOSER NAME:

WRITE A REVIEW OF THIS PIECE AND WHAT YOU LIKED AND DIDN'T LIKE

What is something about your heritage that you love?

If you were to write a song about your family, who would it be about and why?

RATE THIS PIECE





After the Concert: Final Project

Activity Description:

Students will use their art skills to create their own Colorado postcard based on their favorite thing about Colorado.

Activity Preparation:

- Postcard template
- Coloring utensils
- Postcard examples from search engine

Directions:

- Ask students the first discussion question and show them picture examples of postcards.
- Have students discuss as a class or with partners what their favorite part of Colorado is and what they would put on their own postcard of Colorado.
- Students will then create their own postcard that represents their favorite part of Colorado.

Submit your student's postcards to communityeducation@coloradosymphony.org for a chance for them to win free tickets!

Discussion Questions:

Has anyone ever seen or received a postcard before?

What part of Colorado is your favorite? Why?

What would you put on a postcard of Colorado?



POSTCARD

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Brent Michael Davids

Brent Michael Davids (Mohican/Munsee-Lenape) is a professional composer, and a music warrior for native equity and parity, especially in concert music where there is little indigenous influence. Davids places Native voices front and center. He originated and co-founded the award-winning Native American Composer Apprentice Project (NACAP), championing indigenous youth to compose their own written music.

He uses indigenous instruments, including handmade quartz flutes, and pens performable notations that are themselves visual works of art. Davids is co-director of the Lenape Center in Manhattan, and is enrolled in the Stockbridge-Munsee Community. His composer career spans nearly five decades, with countless awards and commissions from America's most celebrated organizations and ensembles.



John Denver



John Denver (born Henry John Deutschendorf Jr., December 31, 1943 – October 12, 1997) was a beloved American singer-songwriter, actor, and humanitarian, best known for his folk and country-inspired music that often celebrated nature and personal reflection. He rose to fame in the 1970s with a string of hits including "Take Me Home, Country Roads," "Annie's Song," "Sunshine on My Shoulders," and "Rocky Mountain High"—the latter of which became one of Colorado's official state songs.

Though born in Roswell, New Mexico, Denver developed a deep connection to Colorado, where he lived for much of his life. The state's majestic landscapes inspired many of his most iconic songs and fueled his environmental advocacy. He was also active in humanitarian causes, including conservation, world hunger, and space exploration.

John Denver died in a plane crash on October 12, 1997, while piloting a small aircraft off the coast of California.

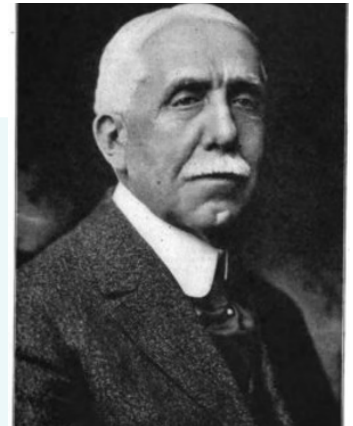
Dr. Arthur John Fynn

Dr. Arthur John Fynn (1857-1930) was an American educator, historian, and composer best known for writing and composing Colorado's first official state song, *Where the Columbines Grow* (1911).

After moving to Colorado, Fynn served as a principal and superintendent in Central City, Alamosa, and Denver.

Beyond music, Fynn was a respected author of scholar. He published *The American Indian as a Product of Environment* (1907) and *North America in Days and Discovery* (1923). These publications showed a deep interest in history, Native American cultures, and the relationship between people and their environment.

He lived in Denver until his death in 1930.



Martin Gilmore

Martin Gilmore is a Denver-based singer, songwriter, and multi-instrumentalist known for blending traditional folk and bluegrass with original compositions. His rich vocals and guitar skills showcase authenticity and innovation. With multiple records since his 2009 debut, notable works include the cross-cultural 2017 EP "East-West" and the praised 2021 album by The Martin Gilmore Trio.

In 2024, he won prestigious songwriting competitions, further establishing his reputation in folk and bluegrass.

Apart from performing, he is an educator at the University of Northern Colorado and Swallow Hill Music Association, teaching various music subjects. Gilmore has performed globally and has been featured in several media outlets. His commitment to storytelling and tradition continues to inspire audiences worldwide.

Stephen Lias

The music of adventurer-composer Stephen Lias (b. 1966) is regularly performed in concert and recital throughout the United States and abroad by soloists and ensembles including the Arianna Quartet, the Anchorage Symphony, the Oasis Quartet, the Fairbanks Summer Arts Festival Orchestra, the Ensamble de Trompetas Simón Bolívar, the Boulder Philharmonic, and the Russian String Orchestra.



His music is published by Alias Press, and distributed worldwide exclusively by Theodore Presser. His pieces are regularly featured at major national and international conferences including the International Trumpet Guild, the North American Saxophone Alliance, and the ISCM World Music Days. Lias served for eleven years as Composer in Residence and Music Director at the Texas Shakespeare Festival.

Oscar Navarro



Óscar Navarro is an award-winning Spanish composer and conductor whose music spans symphonic and film genres. A clarinetist by training, he studied composition at the University of Southern California, where he was awarded the Harry Warren Scholarship.

His works have been performed by top orchestras like The Cleveland Orchestra, BBC Philharmonic, and the Spanish National Orchestra, and

featured in major venues including Carnegie Hall, Musikverein (Vienna), and La Scala (Milan). He has also recorded at studios such as Capitol Records and Warner Bros.

Navarro has received over 20 international awards, including a Goya nomination, and was commissioned to write the Obertura Rey Felipe VI in honor of the King of Spain. He leads his own ensemble, the Oscar Navarro Symphony Orchestra, and is a member of the Spanish Film Academy and Latin Grammy Academy.

Osha Renee

Osha Renee is a Denver-born rapper, writer, and the reigning Miss Black Colorado, using her platform to amplify voices, spark change, and inspire confidence. With raw lyrics and soulful energy, her music tells real stories—about healing, growth, and power. Off the mic, Osha is just as passionate about mentoring youth, helping them discover their worth and walk boldly in who they are. Crowned or not, she shows up with purpose, turning every stage, classroom, and conversation into a space for impact.



Gioachino Rossini



Gioachino Rossini (1792–1868) was a renowned Italian composer, best known for his operas. Born in Pesaro to a musical family, he began performing at a young age and composed his first opera *Demetrio e Polibio* at 14. By 18, he debuted *La cambiale di matrimonio*, and in 1813 gained fame with *Tancredi* and *L'italiana in Algeri*, establishing himself as a master of Italian opera.

His greatest success, *The Barber of Seville*, remains a landmark in comic opera. Between 1815 and 1823, Rossini wrote 20 operas and later worked in Vienna, London, and Paris. He married soprano Isabella Colbran in 1822, and after her death, married Olympe Pélissier in 1845.

Rossini retired early from opera but continued composing smaller works. He died in Paris in 1868, and his remains were later moved to Florence. His most celebrated works include *William Tell*, *The Barber of Seville*, *The Thieving Magpie*, and *The Italian Girl in Algiers*.

BEDŘICH SMETANA

Bedřich Smetana (1824–1884) was a Czech composer widely regarded as the founder of Czech national music. Born in Litomyšl, Bohemia, he showed remarkable musical talent from an early age and studied in Prague. Influenced by the Romantic movement and the rise of Czech nationalism, Smetana aimed to create a uniquely Czech sound in classical music.



His best-known works include the opera *The Bartered Bride*, a lively and patriotic piece that helped establish Czech opera on the international stage, and the symphonic cycle *Má vlast* ("My Homeland"), which celebrates the landscapes, legends, and spirit of the Czech people. The most famous movement from this cycle, *Vltava* ("The Moldau"), evokes the journey of the Czech river through music.

In his later years, Smetana tragically lost his hearing, but he continued to compose, producing deeply expressive and nationalistic music despite his disability. His influence paved the way for later Czech composers like Antonín Dvořák and Leoš Janáček. Smetana died in Prague in 1884 and remains a central figure in Czech cultural history.

References

For more detailed information about these composers, please go to the following:

- <https://www.onavarro.com/web/concert/en/biography/>
- <https://filmcomposer.us/>
- <https://johndenver.com/>
- <https://www.classicsforkids.com/composer/gioachino-rossini/>
- <https://www.martingilmore.com/>
- <https://www.stephenlias.com/atstns>

For additional resources not linked in the lessons, please go to the following:

- <https://westernmininghistory.com/4785/the-colorado-gold-rush/>
- https://www.historycolorado.org/sites/default/files/media/document/2018/ColoradoMagazine_v36n2_April1959.pdf
- <https://www.historycolorado.org/>
- <https://utetribes.com/about/>
- <https://www.southernute-nsn.gov/history/>
- <https://blog.nativehope.org/mounted-defenders-the-history-of-the-comanche-nation>
- <https://www.comanchenation.com/about/page/history>
- <https://www.cheyenneandapaho-nsn.gov/>
- <https://verbs.colorado.edu/ArapahoLanguageProject/RMNP/history/history.htm>
- <https://www.okhistory.org/publications/enc/entry?entry=AR002>
- <https://www.britannica.com/topic/Apache-people>
- <https://www.nps.gov/chir/learn/historyculture/pre-apache-wars.htm>
- <https://www.sbtribes.com/about/>
- <https://www.visitgrandjunction.com/>
- <https://www.cortezco.gov/>
- <https://www.nps.gov/state/co/index.htm>