Unit Objectives:  After completing units and lessons, students will be able to:

- give a brief timeline of William Jackson Palmer’s life
- understand Palmer’s early life experiences in the railroad industry and how that impacted his career path
- understand Palmer’s “vision” for the City of Colorado Springs and how he carried out that plan
- see how Palmer’s “vision” for the city is still with us today and site examples within our city

Introduction:  Who was General Palmer?

Lesson One:  Begin study of Palmer by sharing modern day photograph (figure A) of the statue of General Palmer on his horse at the intersection of Platte and Nevada. Ask the students if this is a familiar sight in the city and if they have seen it. If they have seen the statue, do they know who it is and his significance in the city? Compare the current photo to the photo taken in 1935 (figure B). What is different about the two photographs? What is the same?

For a broader introduction to the life of General Palmer, download and read Moffat the Rabbit Meets a General (Christy Howard) which is available on www.moffatstravels.com or on the Colorado Springs Pioneers Museum website. This book will give a basic introduction to General William Jackson Palmer and his significance in the city of Colorado Springs.

Photographic Resources: Figure A (modern day photograph of General William Jackson Palmer on horseback at Nevada and Platte intersection), Figure B (photograph of General Palmer statue taken in 1935)

Downloadable Book: www.moffatstravels.com or Colorado Springs Pioneers Museum website
Figure A  Modern Day Photograph of Palmer Statue at Nevada and Platte
Figure B  General Palmer Statue in 1935
Unit One: General Palmer’s Childhood

Background Information: William Jackson Palmer was born on September 17, 1836 to John and Matilda Palmer at Kinsale Farm, Kent County, Delaware. He also had two brothers, Charles and Frank, and one sister, Ellen. When he turned five, his family moved to Philadelphia. Here, he attended the Friends’ School, Zane Street Grammar School and Philadelphia Central High School.

Goal: Students will be able to cite where General Palmer was born and where he later moved to as a young boy. They will also be able to note his family members and compare this information to their own lives. Students will be able to note landmarks, location and other facts about Delaware, Pennsylvania and Colorado.

Standards: History 1, Geography 1 and 2.2, Reading/Writing 1

Essential Questions: Where was William Jackson Palmer born? Where were you born? How many people were in William Jackson Palmer’s family? How many people are in your family? What elementary school do you attend? Where are Pennsylvania and Delaware located? Where is Colorado located?

Vocabulary: Delaware, farm, Philadelphia, Pennsylvania, city, state, Colorado

Additional Resources:

Books:

Additional Websites:

http://sites.state.pa.us/kids/
Discover Pennsylvania’s state symbols, facts and more kids’ pages
Student Sample Photographs:
Figure 1.1a, 1.1b (examples of travel posters)

Photographic Resources:
Figure 1.2a (Kinsale Farm, Pennsylvania), Figure 1.2b (Matilda Palmer-mother), Figure 1.2c (Palmer with parents)

Activities:
Activity One: Mapping Skills-Large Group (Geography Standard 1)
Locate Delaware, Pennsylvania and Colorado on a map. Are the three states close to each other or far away? What direction would you travel going from Colorado to Pennsylvania?

Compare/Contrast Delaware, Pennsylvania and Colorado (Geography Standard 2) As a class, read a non-fiction Colorado book and a non-fiction Pennsylvania book. Important state comparisons and contrasts might include landforms, major landmarks, proximity to water, weather conditions and population. Students may also discuss state symbols including flower, tree, animal and flag. After each book is read, teacher will ask students to recall important information about the state and note the information in a circle map.

Assessment will include students working in cooperative groups of four to create a “travel poster” for each state. The posters (figures 1.3a and 1.3b) might include major landmarks and attractions in the state as well as the state flag, flower and animal. To assess comprehension, students will illustrate themselves visiting each state. Their illustration should be accompanied with descriptive sentences. State facts and more graphic organizers may be found on www.enchantedlearning.com

Delaware Facts: see www.enchantedlearning.com/usa/states/delaware/
Dover (state capital), 1st State, blue hen chicken (state bird), horseshoe crab (state marine animal), milk (state beverage), peach blossom (state flower), American holly (state tree)
Pennsylvania Facts:
see www.enchantedlearning.com/usa/states/pennsylvania/
Harrisburg (state capital), ruffed grouse (state bird), white-tailed deer (mammal), ladybug and firefly (insect), Great Dane (dog), mountain laurel (flower), Eastern hemlock (tree), Liberty Bell, National Constitution Center, Independence Hall, Penn’s Landing, Valley Forge National Park, Gettysburg Battlefield (state landmarks)

Colorado Facts: see www.enchantedlearning.com/usa/states/colorado/
Denver (capital), lark bunting (bird), Rocky Mountain big horn sheep (mammal), stegosaurus (fossil), columbine (flower), Colorado blue spruce (tree), Mesa Verde, Great Sand Dunes, United States Air Force Academy, Garden of the Gods, Pikes Peak (state landmarks)

Activity Two: Compare/Contrast General Palmer’s Childhood To Student’s Childhood Large Group/Individual
As a class, create a circle map to identify all the information about Palmer’s childhood family, including his family members, where he lived and where he went to school. The teacher will then illustrate Palmer as a character on his farm in Delaware with his family members included. Use figure 1.2a (Kinsale farm), figure 1.2b(Matilda Jackson) and figure 1.2c (Palmer with parents) to show where Palmer was born and his mother, Matilda Jackson. Let the students know that there are no photographs of Palmer’s two brothers, Charles and Frank, or his sister, Ellen. Discuss with the students why this might be? What is the difference between the photographs of Palmer’s childhood versus photographs of their own families?
Have each student bring in a family photo to share. Students will then create their own circle map to identify information about themselves including where they live and family members. Students will then illustrate themselves as the main character in their current setting, showing as much detail as possible. Use large group time for students to share their family illustrations.

Figure 1.2a  Kinsale farm  Figure 1.2b  Matilda Jackson  figure 1.2c Palmer with parents
Activity Three: Large Group Math/Language Activity-Graph Number of Students Who Have Moved (Math Standard 3)
Poll the students to see how many of them have ever moved to a new city or new home. Why did they move? Create a graph to see how many students have moved. Have more people moved or have more people stayed in one house?

Assessment: Illustrate/Write One Thing That Is Different Between Palmer’s Childhood And Students’ Childhood-Large Group/Individual
As a class, recreate a Venn Diagram noting facts and information about General Palmer’s childhood. Teacher may ask questions to stimulate the student responses. As students generate responses, teacher will inquire if this is something that is the same for the students or different. For example: General Palmer was born on a farm, were you born on a farm? General Palmer had two brothers and a sister, do you have any brothers or sisters? Teacher will use him/herself for example in Venn Diagram to compare to General Palmer.

Students will return to their desks with a paper divided in half. On one side, students are to illustrate and write about General Palmer’s childhood. This may be depicted with the General on the farm or with his two brothers and one sister. On the other half of the paper, the student will depict themselves showing something that is different. This may include them in front of their house in the city or as an only child.
Figure 1.2a  Kinsale Farm, Kent County, Delaware
Figure 1.2b Matilda Palmer—mother
Figure 1.2c  Matilda Palmer-mother
Unit Two: General Palmer in the Civil War

Overview: This set of lessons will give students background information on why the Civil War was fought and General Palmer’s connection to it. Students will learn about the Civil War from the different perspectives of a soldier, Abraham Lincoln and a slave.

Goal: Students will understand why the Civil War took place and what President was in office during the war. Students will understand that Palmer was the youngest Brigadier General in the Civil War and that he was captured and held prisoner.

Standards: Reading/Writing 2, 3, 4 and 5; History 5.3

Essential Questions: What was the Civil War and why did we fight it? Who was the President during the Civil War? Where did it take place? Do you know anyone serving in the military currently?

Vocabulary: brigadier, general, Abraham Lincoln, slavery, military, armed forces, Congressional Medal of Honor, Underground Railroad, Emancipation Proclamation, Confederacy, Union, Gettysburg Address

Additional Resources:
    Books:

    Websites:
http://www.nps.gov/archive/gettkidz/kidzindex.htm
Background information on the civil war written for kids

http://www.webrangers.us/entry_gate.cfm
National Park Service website for Webrangers This site is filled with interactive activi-
ties to play and complete including solving mysteries, puzzles and reading stories.

http://www.nps.gov/gett/forteachers/travelingtrunks.htm
National Park Service Traveling Trunks. This is the sign up page to reserve a “traveling trunk” with artifacts from the Civil War

Photographs, key people and timelines of the Civil War

http://images.google.com/images
This site hosts hundreds of photographs from the Civil War to help with background information

Brief biography of General Palmer including his Civil War service

Photographic Resources: figure 2.1 (young General Palmer), figure 2.2 (Castle Thunder), figure 2.3 (jacket, boots and sword from Civil War-COLORADO SPRINGS Pioneers Museum), figure 2.4 (Congressional Medal of Honor-COLORADO SPRINGS Pioneers Museum)

Activity One: Creating Background Information On The Civil War Through Different Perspectives In Children’s Literature (Reading/Writing Standard 4 and 6)

Abraham Lincoln’s Perspective: To give students background information and vocabulary related to the Civil War, begin reading Abraham Lincoln Goes To Washington (Cheryl Harness). This story would be best understood by the students by reading the book in several sittings with discussions and questions encouraged throughout the reading.

Key Points for Discussion: Battles of the Blue and the Gray 1861-1862 (figures 2.1, 2.2 and 2.3): Note the map and help the students locate the Battles of Antietam and Richmond, Virginia. Following the Battle of Antietam, Palmer slipped through the opposing lines but was discovered and then held captive as a prisoner of war at Castle Thunder in Richmond, Virginia on September 19, 1862. He was released in a prisoner exchange on January 15, 1863.

Emancipation Proclamation: With the war continuing to drag on, Abraham Lincoln issued the Emancipation Proclamation on September 22, 1862, freeing all
slaves. Since black Americans were freed, they were able to fight as Union soldiers in the war.

**January 1865:** General Palmer led 150 members of his unit to pursue Confederate General Nathan Bedford Forest in Red Hill, Alabama. Palmer and his men captured six Confederate officers and over 100 enlisted men. Because of his leadership skills during this time, Palmer was brevetted Brigadier General and later awarded the Congressional Medal of Honor.

**Civil War Ends:** General Lee surrenders on April 9, 1865 in Virginia.

**Abraham Lincoln Assassinated:** John Wilkes Booth assassinates Abraham Lincoln at Ford’s Theater in Washington, DC on April 14, 1865.

**Slave Perspective:** Read *Almost To Freedom* (Vaunda Micheaux Nelson) as a class to learn more about slavery, the hope of freedom and the Underground Railroad.

**Key Points for Discussion:** What was the Underground Railroad and what did it offer for slaves? Why did the slaves want to use the Underground Railroad to go “to a place called North?”

**Soldier Perspective:** Read *Last Brother: A Civil War Tale* (Trinka Hakes Noble) as a class to learn more about the Civil War from the perspective of a soldier.

**Key Points for Discussion:** Were all the people who fought in the Civil War grown men? What was the bugler’s job in the army? What was the Union (blue) fighting for? What was the Confederate (gray) fighting for? How did Gabe feel watching his brother march off into battle? What had happened to his two older brothers?

**Writing Assignment:** Students are to write a personal narrative about the Civil War from the perspective of either Abraham Lincoln, a slave or a soldier. Teachers will grade the narrative on the appropriate grade level rubric and set of standards.

**Activity Two: Research Question**—What is a Congressional Medal of Honor? (Reading/ Writing Standard 5)

Begin the discussion by referring to the book *Abraham Lincoln Goes to Washington* and the added information on General Palmer’s actions during the war. Palmer received a Congressional Medal of Honor (figure 2.4) for his actions in the service. How might the students find out more about how the medal is earned?
Begin large group research in the library where all students will be able to see as the teacher navigates using Google to look up “Congressional Medal of Honor.” Choose www.medalofhonor.com. Research the origins of the Medal of Honor and discover Abraham Lincoln’s connection to the medal. Locate General William Jackson Palmer by continuing a site search under the Civil War.

**Activity Three: Internet Research through the National Park Service Webrangers website (Reading/Writing Standard 5)** Engage the class in internet research to learn more about the Civil War from the perspective of a soldier by using the National Park Service’s Web Rangers website (www.webrangers.us/entry_gate.cfm) and participate in the Civil War Soldier Activity Page. For younger students, this activity might be done best in large or small group with teacher facilitating the activity and reading, while including the students in the problem solving responses.

**Activity Four: Adopt a Soldier to write to (Reading/Writing Standard 2)** The class will adopt a soldier to write to on a regular basis. Students will learn where the soldier is serving and what his/her job is in that capacity. Students will share with the soldier what they have learned about General Palmer and why the Civil War was fought.

**Assessment:** After having spent time in discussion from books and internet research, students will choose to write about the Civil War from either Abraham Lincoln’s perspective, a slave’s perspective or a soldier’s perspective. The narrative should include a detailed illustration with character and setting as well as descriptive sentences. Teacher will use appropriate grade level rubric to assess overall comprehension of the unit.
Figure 2.1 Young General Palmer
Figure 2.2 Castle Thunder
Figure 2.3 Jacket, boots and sword from Civil War-Colorado Springs Pioneers Museum
Figure 2.4 General Palmer’s Congressional Medal of Honor
Unit Three: General Palmer and the Railroads

Overview: In this study, students will learn how General Palmer was part of the enormous effort to build railroads through the West following the Civil War. Students will learn of Palmer’s innovative thinking to build narrow gauge trains instead of standard gauge. Students will understand the immense impact railroads had on the United States and learn about the different cars and their purposes.

Standards: History 4.2

Essential Questions: Why were railroads built? Where did General Palmer build railroads? Did Palmer build his railroads using standard gauge or narrow gauge? What is the difference between the two? What is the difference between a freight train and a passenger train?

Vocabulary: track, gauge, engine, car, caboose, freight, passenger, station, narrow gauge, standard gauge, depot, trestle bridge, tunnel, steam locomotive, diesel locomotive, coal, cow catcher, firebox, pistons, freight yard, boxcars, flatcars, gondolas, hopper cars, tank cars

Additional Resources:

Books:


*The Big Train Trip*. Little Mammoth Media.


**Websites:**
- [www.ccrm.org](http://www.ccrm.org)
  Colorado Railroad Museum-located in Golden, Colorado
- [www.durangotrain.com](http://www.durangotrain.com)
  Durango and Silverton Narrow Gauge Railroad
- [www.royalgorgeroute.com](http://www.royalgorgeroute.com)
  Royal Gorge Route Railroad
- [www.webrangers.us/activities/rrc/index.cfm](http://www.webrangers.us/activities/rrc/index.cfm)
  National Park Service Railroad Connections-Solve the mystery of disappearing towns in Kansas as the
- [www.nps.gov/gosp](http://www.nps.gov/gosp)
  National Park Service web page for the Golden Spike National Park located in Promontory, UT
- [www.kromercap.com](http://www.kromercap.com)
  History of the traditional railroad cap
- [www.michaelotunnel.com/mailing_may.html](http://www.michaelotunnel.com/mailing_may.html)
  Background information and photographs of Charlotte May Pierstorff who was mailed by parcel post from Grangeville to Lewiston, ID in 1914
- [www.postalmuseum.si.edu/exhibits/2cl_railwaymail.html](http://www.postalmuseum.si.edu/exhibits/2cl_railwaymail.html)
  Background information, photographs and short video clip of Owney, the US Rail Mail Mascot
- [http://ghostdepot.com/rg/history/general%20palmer.htm](http://ghostdepot.com/rg/history/general%20palmer.htm)

**Photographic Resources:** figure 3.1 (diesel engine no. 5771), figure 3.2 (standard gauge steam engine no. 683), figure 3.3a (narrow gauge/standard gauge tracks), figure 3.3b (railroad crossing), figure 3.3c (trestle bridge), figure 3.3d (Denver & Rio Grande terminal in Colorado Springs), figure 3.3e (refrigerator car), figure 3.3f (cattle car), figure 3.4 (postal car workers), figure 3.5a (caboose art), figure 3.5b (caboose), figure 3.6a (Mexican Railway Building-Mexico City), figure 3.6b (bas relief in Mexico City), figure 3.6c (Palmer surveying), 3.6d (narrow gauge steam engine Montezuma)
Activities:

Activity One: Building Background Information on the History and Evolution of Trains (Reading/Writing Standard 6) This lesson is designed around the book *Steam, Smoke and Steel: Back in Time with Trains* (Patrick O’Brien) and is intended to give students the progression and evolution of today’s trains. To begin the lesson, the teacher will lead the class in rote counting beginning at one and continuing to 20 (10 for Kindergarten). Students will understand that counting has a beginning point at one, but can also be done in reverse order ending at one. Inventions and technology are the same way and continue to change and move forward. Share with the students the photographs (figure 3.1 -diesel engine no. 5771 and figure 3.2-steam locomotive no. 683) from the Colorado Railroad Museum and discuss which engine they think is more modern and why.

![figure 3.1](diesel engine no. 5771) ![figure 3.2](standard gauge steam engine no. 683)

The steam engine (Engine No. 683), built in 1890 by Baldwin Locomotive Works, is the only surviving Denver and Rio Grande Western standard gauge steam locomotive. Engine NO. 5771, a diesel electric locomotive, was built in 1955 and provided power for the California Zephyr and the Rio Grande Zephyr.

The teacher will read *Steam, Smoke, and Steel* over one week, reading the book in small increments and discussing the changes the students notice in the engines and the railroads.

For further extension, watch *The Big Train Trip DVD* (Little Mammoth Media). This DVD shares a transcontinental railway adventure through the Canadian Rockies. Follow a family as the train prepares for the journey. Learn about the different jobs on the train and how a diesel engine gets its power. Much like the story *Steam, Smoke and Steel: Back in Time with Trains*, the engineer in the movie has a long line of family heritage on the rails.
Activity Two: Where did the train hat come from? (Reading/Writing Standard 4 and 5) As a class read Stormy’s Hat: Just Right for a Railroad Man (Eric Kimmel) Before reading, ask the students if they think this is a fiction book or a non-fiction book and justify their prediction. After reading about the problem created from the cowboy hat, predict with each new hat the problem that might be created from the new style of hat. As the story continues, how does Stormy’s wife, Ida propose to solve the problem? What happened after Ida created Stormy’s railroad hat? After reading the story, students may respond to their favorite part of the text by illustrating and writing about it. Teacher may extend the lesson by doing an internet search on George “Stormy” Kromer as noted in the back of the book. One helpful website with the history of the hat is www.kromercap.com.

Activity Three: Railroad Vocabulary and Definitions Begin lesson by inquiring about their background knowledge of railroads. Questions might include the difference between a steam engine and a diesel locomotive, the difference between a passenger train and a freight train and the difference between standard gauge and narrow gauge. Students will learn and compare/contrast the differences between a steam/passenger train and a diesel/freight train.

Read All Aboard: A True Train Story (Susan Kuklin), pausing to discuss the photographs and vocabulary along the way. New vocabulary words to discuss might include: all aboard (phrase used to call passengers aboard the train), narrow gauge (figure 3.3a-three feet width between the rails), railroad crossing (figure 3.3b-marker that signals to other vehicles a train is on the track), trestle bridge (figure 3.3c-a structure built for passageway over water from one bank to another), station (3.3d-a facility where passengers may board the train).

Read My Train Book (Smithsonian) to expand railroad vocabulary with a freight train. New vocabulary to discuss might include: freight (a train that moves materials), refrigerator car (figure 3.3e-carries items that need to stay cold), covered hopper car (car that carries grain), flatcar (car that has no sides or top), cattle car (figure 3.3f-car with open slats to transport cattle or other animals), locomotive (figure 3.1-provides power for the train), tank car (car that carries liquids).
Conclude lesson by creating a Venn Diagram to compare/contrast similarities and differences between passenger trains and freight trains. This will give the students the opportunity to apply comprehension of new vocabulary words.

**Activity Four: Railroads and the Postal Service** Before reading text, discuss with the students if they have ever thought about how a letter or package gets from one place to another. Today, airplanes are used to move mail long distances. However, 100 years ago, trains were used to sort and transfer the mail. As a class, research the connection between the postal service and the railroads by going to the Smithsonian Institute at [http://www.postalmuseum.si.edu/exhibits/2c1_railwaymail.html](http://www.postalmuseum.si.edu/exhibits/2c1_railwaymail.html) to learn about the innovation of sorting mail on moving trains. Share photograph of workers inside postal car (figure 3.4) with the students. Continue on the webpage and link to the video clip of Owney, the Postal Dog to learn the real story of the dog who was adopted by the railway. Read *A Lucky Dog: Owney, U.S. Rail Mail Mascot* (Dirk Wales) and learn more about the true story of the dog that rode the rails. Once students have listened to the story, they will write/illustrate a personal narrative from the perspective of Owney and his adventures in the rail cars. The story of Owney can also be found on the All About Trains DVD (TM Books Video) as a special book reading.

For an additional railway/postal story, read *Mailing May* (Michael O. Tunnel) to learn about young Charlotte May Pierstorff and how she was “mailed” parcel post from Grangeville to Lewiston, ID in 1914.

**Activity Five: Comparing Fiction/Non-Fiction Caboose Books with Shape Caboose Art (Math Standard 4, Reading/Writing)**

Read *The Caboose Who Got Loose* (Bill Peet). Show the students a sample of the red shape caboose art project (figure 3.5a). Note the shapes the caboose, tracks and trees are made of. This story is written in rhyming phrases. Stop occasionally during the passages and ask students to identify rhyming words within the passages. Also, note the train tracks the caboose rides on, the shape of the evergreen trees and the shapes of the caboose itself. At conclusion of the story, note the character, setting, problem and solution of story. Was this story fiction or non-fiction?
Instruct students the sequence in which to put the shapes onto the page. Begin by placing the triangle trees and rectangular trunks, followed by the tracks. Place the bottom red rectangle, followed by the square and then the top rectangle to create the caboose. Students will need to cut two circles out of the black squares to complete the caboose. Read short sections of *Caboose* (Mike Schafer) to learn more facts and information about the history and purpose of the caboose.

![Figure 3.5b Caboose](image)

Share figure 3.5b with the students. Caboose No. 0524 was built by the D&RG in 1880 and is now located at the Colorado Railroad Museum in Golden, Colorado.

What is the purpose of the caboose? Are cabooses still being used on trains today?

**Activity Six: General Palmer’s Expansion of the Railroads**  General Palmer founded the Denver and Rio Grande Railroad on October 12, 1870 with the intent of connecting Denver, Colorado to Mexico City (figure 3.6a). Read the Houghton Mifflin leveled reader *Train to the West* (Jean Harbour) to help the students comprehend the impact that the railroads were having on the United States following the Civil War. This short text gives students a glimpse of what train travel offered to citizens in the late 19th and early 20th centuries.

General Palmer (figure 3.6b) planned to use the narrow gauge tracks (3 feet width between the rails) instead of standard gauge (4 ft 8.5 inches) tracks. The narrow gauge (figure 3.3c) was more economical and was a much better option for traversing the steep mountain routes through Colorado laid through out Colorado by the Denver and Rio Grande Railway Company.

Using a current map, as a class, locate Denver and Colorado Springs as well as Mexico City, Mexico. What states would the train have traveled through to reach Mexico City? Is Mexico City part of the United States?

![Figure 3.6a Mexico City](image)  
![Figure 3.6b Bas Relief](image)  
![Figure 3.6c Palmer](image)  
![Figure 3.6d Montezuma Engine](image)
Figure 3.1 Diesel Engine No. 5771
Figure 3.2 Standard Gauge Steam Engine No. 683
Figure 3.3a Narrow Gauge/Standard Gauge Tracks
Figure 3.3b  Railroad Crossing
Figure 3.3c Trestle Bridge
Figure 3.3d Denver and Rio Grande Terminal in Colorado Springs
Figure 3.4   Postal Car Workers
Figure 3.6b bas relief at Mexican Railway Building-Mexico City
Figure 3.6c Palmer Surveying
Figure 3.6d narrow gauge steam engine Montezuma
Unit Four: General Palmer’s Family and Glen Eyrie

Overview: These lessons will focus on the General’s home, Glen Eyrie, his wife and three daughters. Discussions will include understanding of the purpose of different rooms in a home and how the family utilized them. Students will also see how the General’s daughters grew and changed over time and understand Queen’s health issues and absence from the Glen.

Goal: Students will understand and be able to describe the many rooms and purpose of each room in a home. Students will understand how individuals grow and change over time.

Standards: History 1, Reading/Writing 6

Essential Questions: Who was General Palmer’s wife? What was her role in early Colorado Springs? How many daughters did they have? Did they continue to live at Glen Eyrie? What did General Palmer model his home after? Where did the name come from?

Vocabulary: Glen Eyrie, eagle, tudor castle, blueprint, Mary Lincoln “Queen” Mellen Palmer, Elsie Palmer, Dorothy Palmer, Marjorie Palmer

Additional Resources:

Books:


Websites:
http://www.cssd11.k12.co.us/qpalmer/queenp.html
Short biography on Queen Palmer located on Queen Palmer Elementary’s website
http://en.wikipedia.org/wiki/Glen_Eyrie
Description and information on General Palmer’s castle, Glen Eyrie
List of Registered Historic Places in Colorado
http://www.navigators.org/us/ministries/gleneylie/aboutus/history
The Navigator’s website with history of Palmer and the Glen
Photographic Resources: figure 4.1a (Queen Palmer), figure 4.1b (Queen Palmer Elementary in Colorado Springs), figure 4.2 (original 22 room frame house), figure 4.3 (current photo of Glen Eyrie), 4.4 (eagle’s nest), figure 4.6a (Palmer in den), figure 4.6b (nursery), figure 4.6c (dining room), figure 4.6d (Glen Eyrie floor plan), figure 4.7 (Elsie, Dorothy, Marjorie-1882), figure 4.8a (Elsie-1882), figure 4.8b (Elsie), figure 4.8c (Elsie-1939), figure 4.9a (Dorothy), figure 4.9b (Dorothy-1892), figure 4.9c (Dorothy), figure 4.10a (Marjorie-1889), figure 4.10b (1892), figure 4.10c (Marjorie in wedding dress), figure 4.11a (General William Jackson Palmer on horse), figure 4.11b (15th Pennsylvania Calvary Reunion at Glen Eyrie), figure 4.11c (Grave Marker at Evergreen Cemetery)

Activities:

Activity One: Mary Lincoln “Queen” Mellen Palmer  General Palmer met Mary “Queen” Mellen (figure 4.1a) in the spring of 1869 while she was visiting the west with her father, William Proctor Mellen. Mr. Mellen was a prominent attorney in the state of New York. General Palmer and Queen were married on November 7, 1870, at her father’s home in Flushing, NY. After their honeymoon in England, Queen remained in NY for a period, while the General returned to Colorado Springs and continued work on the railroads. Eventually, Queen joined him and opened the first public school in Colorado Springs in November 1871.

Read One Room School (Laurence Pringle) to help students comprehend what education might have looked like if they were a student over 100 years ago. More facts and information, including photographs can be found in One-Room School (Raymond Bial). Discussion throughout the book may include such questions as: How many rooms were often in the school? How many teachers might there have been? Were students in the class with other children that were all the same age? What might have been challenging for the teacher and the students in a school this small? As a class, create a Venn diagram to compare and contrast school in the late 1800’s to school today. Students may then write a short narrative from the perspective of a student in school during this time period.

Today, Queen Palmer Elementary (figure 4.1b - 1921 E. Yampa St.), in Colorado Springs is named in honor of Mary “Queen” Palmer and her contribution to the city’s early education.
Activity Two: Glen Eyrie History  Glen Eyrie was General Palmer’s castle and estate located just north of Garden of the Gods. The original house was a 22-room frame house (figure 4.2). Today, this 67-room English Tudor-style castle is owned and operated by The Navigators and is listed on the Register of National Historic Places. It is open to the public for tours, teas and overnight stays. Palmer bought the land in 1871 for .80 cents per acre. The castle is named Glen Eyrie because of the large bald eagle’s nest (figure 4.4) located in the valley. The Scotch term “Glen Eyrie” literally means “valley of the eagle’s nest.” Before the house was complete in 1872, the General and Queen lived in the hayloft above the stable (figure 4.5). Shortly after, their first daughter Elsie was born.

The castle went under major renovation in 1904-1905 following General Palmer’s retirement from the railroad business. During their homes remodel, Palmer and his daughters collected fireplaces from England, Italy and Holland as well as a roof from an ancient castle in England to be added to the Glen.

Activity Three: Glen Eyrie Room Description and Use
Looking at the many photos taken in the rooms at Glen Eyrie (figures 4.6a, 4.6b, 4.6c), describe what activities the family might have enjoyed in each one. How do you know what purpose this room has? What are some of the items you see in each of the rooms? Can you locate these rooms on the floor plan of Glen Eyrie (figure 4.6d)? Using a tree map, sort your own house into rooms and list the items and activities that might take place in each room.

Writing/Assessment: Students will choose one room in their house to illustrate. The illustration and writing should include family members and detailed writing. Remember to add detail to the illustration to give the audience enough information so they might be able to predict the illustrated room. Using descriptive language, write about your favorite activity to participate in with your family within that room.
Activity Four: General Palmer’s Daughters: Elsie (1872), Dorothy (1880) and Marjorie (1881) The General and Queen had three daughters (figure 4.7). Elsie (figures 4.8a, 4.8b and 4.8c), the eldest was born in Colorado Springs. Dorothy (figures 4.9a, 4.9b, 4.9c) was born in New York and Marjory (figures 4.10a, 4.10b and 4.10c) was born in England, where Queen had relocated due to her failing health. After Queen’s death in 1894, the girls returned to Glen live with their father and frequently hosted celebrations and guests. To continue Queen’s tradition, Christmas celebrations were a regular event and children from all over the city were recipients of heartfelt gifts from the Palmer family.

Writing/Assessment: Discuss as a class a favorite tradition that each student might have within their family. Such traditions may include a particular event held at a certain time each year, a meal served for a celebration or a gift given for Christmas or another holiday. Students will write and illustrate about a favorite tradition within their family.

Activity Five: Palmer’s Last Years and Passing
In 1906, the General was severely injured after suffering a fall from a horse (figure 4.11a) who stumbled. The General sustained a spinal injury leaving him paralyzed. For over two years, despite his serious medical condition, Palmer continued to entertain, enjoy his daughters’ company and occasionally travel. However, in 1907, he was unable to attend his calvary reunion and sent out an invitation to all the men from his troop to come to Colorado Springs, all expenses paid. The City and the General had a magnificent celebration (figure
4.11b) that lasted for several days. The General passed away at Glen Eyrie on a snowy day on March 13, 1909. He is buried (figure 4.11c) in Colorado Springs at the Evergreen Cemetary, block 74, lot 72.

**Writing/Assessment:** Discuss with the students times when they have felt great joy (as Palmer would have during the reunion) or great sadness (as his family and the city would have felt about his death). What was the event? Was it a happy event or a sad event? Form a list of reasons to celebrate and reasons to be sad. Students will then choose and write a narrative about an event that made them very happy or very sad.
Figure 4.1a Queen Palmer
Figure 4.1b Queen Palmer Elementary in Colorado Springs
Figure 4.3 Current photo of Glen Eyrie
Figure 4.4  Eagles Nest at Glen Eyrie
Figure 4.6d Floor Plan of Glen Eyrie
Figure 4.7 Elsie, Dorothy, Marjory—1882
Figure 4.8a Elsie Palmer—1882
Figure 4.8b Elsie Palmer
Figure 4.9b Dorothy Palmer—1892
Figure 4.9c — Dorothy Palmer
Figure 4.10a Marjory Palmer—1889
Figure 4.10b Marjory Palmer—1892
Figure 4.10c Marjory Palmer Watt in wedding dress—1909
Figure 4.11a Palmer on horse
Figure 4.11b 15th Pennsylvania Calvary Reunion at Glen Eyrie
Figure 4.11c Grave Marker (Block 74, Lot 72) at Evergreen Cemetery
Unit Five: General Palmer’s Vision for Colorado Springs and His Lasting Influence

Overview: General Palmer’s vision and influence are still seen in our city today. The General understood the core values of a community such as parks, education and personal health and well being. He created wide, tree-lined streets and designated parks as well as a community that was focused on personal health, education and overall well-being. His legacy, the railroad industry, has left its mark as well, with mountain routes across our state and the west, offering service for both freight needs and tourist travels. The General was a true man of integrity, believing that all should benefit from his good fortune which still reaches us today through his design and plan for Colorado Springs.

Goal: Students will be able to explore and experience General Palmer’s plan for Colorado Springs by visiting many of the local sights in town, here because of his foresight and planning.

Standards: Geography 1, Geography 2

Essential Questions: What is named after General Palmer? Where are locations to visit in Colorado Springs originally laid out by Palmer?

Vocabulary: Palmer Park, Colorado College, Palmer High School, Queen Palmer Elementary, Glen Eyrie, Monument Valley Park, Acacia Park, Cutler Hall, Palmer Hall, D&RG Terminal, Antlers Hotel

Activities: Challenge Activity: General Palmer Scavenger Hunt This is a wonderful enrichment activity for students and families to participate in over spring break as a culminating activity to observe General Palmer’s lasting influence in the City of Colorado Springs. This activity will be greatly affected by parents’ ability to explore our city with their children. Set a goal for each student to explore at least one of the sites listed below. The list below begins at Colorado College downtown and makes a 7-mile loop through the city ending at Glen Eyrie. The loop could easily be covered in one day. Teacher will send attached note home with parents, encouraging them to take photographs along the way. Students will choose their favorite location along the tour to write about and illustrate.

Websites: www.coloradocollege.edu/welcome/walkingtour/
Colorado College/Cutler Hall (figure 5.1a and 5.1b-Cutler Hall and Cutler Hall today) http://www.coloradocollege.edu/welcome/walkingtour/cutler.php
Cutler Hall was the first building at Colorado College. General Palmer reserved funds and donated land for Colorado College. Cutler Hall was occupied in 1880.

Figure 5.1a Cutler Hall
Figure 5.1b Cutler Hall today
Colorado College/Palmer Hall (figure 5.2a and figure 5.2b – Palmer Hall in 1925 and today, figure 5.2c-bas relief plaque) [http://www.coloradocollege.edu/welcome/walkingtour/palmer.php](http://www.coloradocollege.edu/welcome/walkingtour/palmer.php) Palmer Hall (CC’s science building) was completed in 1904, just a few short years before Palmer’s death. A bas relief plaque of Palmer with one of his dogs is inside the building. College students rub the dog’s nose before exams for good luck. This plaque is one of five plaques commemorating Palmer. The others are located in Denver’s Union Station, the Mexican Railway building in Mexico City, Salt Lake Union Depot in Salt Lake City, UT, and Palmer Hall at Hampton Institute in Virginia.

![Figure 5.2a Palmer Hall in 1925](image1) ![Figure 5.2b Palmer Hall today](image2) ![Figure 5.2c-bas relief plaque](image3)

Palmer Statue at Nevada and Platte (figure 5.3a-unveiling of statue in 1929, figure 5.3b-statue in 1929, figure 5.3c-statue today) [http://www.d11.org/bristol/Bristol_wall/1860/front_1860_palmer.htm](http://www.d11.org/bristol/Bristol_wall/1860/front_1860_palmer.htm) After 20 years of raising funds to honor the founder of Colorado Springs, the statue of William Jackson Palmer was placed at the intersection of Platte and Nevada in 1929.

Palmer High School (figure 5.4) [http://www.d11.org/Palmer/](http://www.d11.org/Palmer/)

![Figure 5.3a-unveilling of statue in 1929](image4) ![Figure 5.3b-statue in 1929](image5) ![Figure 5.3c/5.4-statue today with Palmer High School](image6)

Acacia Park-downtown at Nevada/Bijou (figure 5.5) [http://www.springsgov.com/Page.asp?NavID=945](http://www.springsgov.com/Page.asp?NavID=945)
Antler’s Hotel – downtown at Pikes Peak and Cascade (figure 5.6a-first Antlers Hotel in 1890, figure 5.6b-hotel fire in 1898, figure 5.6c-second Antlers Hotel in 1939, figure 5.6d-Antlers Hotel and Palmer Plaza today)

Engine No. 168 behind Antler’s Hotel (figure 5.7a-Engine No. 168 being placed in Antlers Park in 1964, figure 5.7b-Engine No. 168, figure 5.7c-Engine No. 168 today, figure 5.7d-plaque)
http://www.steamlocomotive.com/colorado/

Denver and Rio Grande Terminal – Old Guiseppe’s Depot on Sierra Madre (figure 5.8a-DRG Railway Terminal in 1890, figure 5.8b-Terminal today, 5.8c-old train schedule inside)
http://www.giuseppes-depot.com/generalinfo.htm

Monument Valley Park at Cache la Poudre/Mesa (figure 5.10a-Monument Valley Park and figure 5.10b-Monument Valley Park today)
http://www.springsgov.com/Page.asp?NavID=945
Queen Palmer Elementary at 1921 E. Yampa (figure 5.11)
http://www.cssd11.k12.co.us/qpalmer/history.html

Palmer Park at Maizeland and Academy (figure 5.12)
http://www.springsgov.com/Page.asp?NavID=945
Palmer donated this land up on the bluff and developed riding and hiking trails with names like Seven Castles and Lookout Point.

Glen Eyrie (figures 5.13a)
http://en.wikipedia.org/wiki/Glen_Eyrie
Figure 5.1b  Cutler Hall today
Figure 5.2a Palmer Hall in 1925
Figure 5.2b Palmer Hall today
Figure 5.2c Bas Relief in Palmer Hall
Figure 5.3a Unveiling of Palmer Statue at Nevada and Platte in 1929
Figure 5.3b Palmer Statue in 1929
Figure 5.3c Palmer Statue and Palmer High School today
Figure 5.6a First Antlers Hotel in 1890
Figure 5.6d Antlers Hotel today
Figure 5.7a Engine No. 168 being placed in Antlers Park in 1964
Figure 5.7b Engine No. 168
ENGINE NO. 168

This narrow gauge engine pulled the first Denver & Rio Grande passenger train from Denver, Colorado to Ogden, Utah on May 21, 1883.

It was retired in 1933 after 50 years of continuous service and presented to the city of Colorado Springs by the Denver & Rio Grande Western Railroad on August 1, 1938.

Restoration of the engine and tender sponsored by the Colorado Model Railway Historical Society and the Colorado Springs Park and Recreation Department.

August 1, 1984

Figure 5.7c Engine No. 168 plaque
Figure 5.8a DRG Railway Terminal in 1890
Figure 5.8c Old Train Schedule Inside Terminal
Figure 5.9a Monument Valley Park

Monument Valley Park
Colorado Springs
Figure 5.9b Monument Valley Park Today
Figure 5.11 Palmer Park at Maizeland and Academy
Figure 5.12a Glen Eyrie
Figure 5.12b Major Domo Rock Formation at Glen Eyrie
Figure 5.12c Christmas Celebration at Glen Eyrie today
Conclusion: Timeline of General Palmer’s Life with Significant Points

Overview: Students will discuss and recall major events, including people and places, in General William Jackson Palmer’s life.

Standards: History 1, History 4

Activity/Assessment: As a class, conclude the study of General William Jackson Palmer by creating a photographic timeline of his life. Before the lesson, print timeline photos (bold figure references in photographic resource list) with the corresponding dates. As a class, randomly select a photograph and verbally recall as many facts from that period on General Palmer’s life. Once a photograph has been discussed, teacher will place the photo above the appropriate date on the preprinted timeline. Continue discussion until all photographs have been discussed and placed in sequence. Students will conclude the study by choosing one photograph from General Palmer’s life and write/illustrate about the period. Writings need to be accompanied with an illustration and supporting details and description. Again, teachers may use grade level rubrics for final writing assessment.

Photographic Resources from the Archives of the Colorado Springs Pioneers Museum:

NOTE: Figures in bold type will be used twice. Once during the lessons, and again for the timeline of the General’s life.

figure A  modern day photograph of General William Jackson Palmer on horse at Nevada and Platte intersection

figure B  photograph of General Palmer statue taken in 1935

figure 1.1a  Delaware poster

figure 1.1b  Pennsylvania poster

figure 1.1c  Colorado poster

figure 1.2a  Kinsale Farm, Kent County, Delaware

figure 1.2b  Matilda Palmer-mother

Figure 1.2c  William Jackson Palmer with his parents, John and Matilda

figure 2.1  young General Palmer

figure 2.2  Castle Thunder

figure 2.3  jacket, boots and sword from Civil War-Colorado Springs Pioneers Museum

figure 2.4  Congressional Medal of Honor-Colorado Springs Pioneers Museum

figure 3.1  diesel engine no. 5771

figure 3.2  standard gauge steam engine no. 683

figure 3.3a  narrow gauge/standard gauge tracks

figure 3.3b  railroad crossing

figure 3.3c  trestle bridge
figure 3.3d D&RG terminal in Colorado Springs
figure 3.3e refrigerator car
figure 3.3f cattle car
figure 3.4 postal car workers
figure 3.5a caboose art
figure 3.5b caboose
figure 3.6a Mexico City
Figure 3.6b bas relief in Mexico City
figure 3.6c Palmer surveying
figure 3.6d narrow gauge steam engine Montezuma
figure 4.1a Queen Palmer
figure 4.1b Queen Palmer Elementary in Colorado Springs
figure 4.2 original 22 room frame house
figure 4.3 current photo of Glen Eyrie
figure 4.4 eagle’s nest
figure 4.5 stable building
figure 4.6a Palmer in den
figure 4.6b nursery
figure 4.6c dining room
figure 4.6d Glen Eyrie floor plan
figure 4.7 Elsie, Dorothy, Marjory-1882
figure 4.8a Elsie Palmer-1882
figure 4.8b Elsie Palmer
figure 4.8c Elsie Palmer-1939
figure 4.9a Dorothy Palmer
figure 4.9b Dorothy Palmer-1892
figure 4.9c Dorothy Palmer
figure 4.10a Marjory Palmer-1889
figure 4.10b Marjory Palmer - 1892
figure 4.10c Marjory Palmer Watt in wedding dress
figure 4.11a General William Jackson Palmer on horse
figure 4.11b 15th Pennsylvania Calvary Reunion at Glen Eyrie
figure 4.11c Grave Marker (Block 74, Lot 72) at Evergreen Cemetary
figure 5.1a Cutler Hall
figure 5.1b Cutler Hall today
figure 5.2a Palmer Hall in 1925
figure 5.2b Palmer Hall today
figure 5.2c bas relief plaque commemorating Palmer in Palmer Hall
figure 5.3a unveiling of Palmer statue at Nevada and Platte in 1929
figure 5.3b statue in 1929
figure 5.3c Palmer statue today
figure 5.4 Palmer High School
figure 5.5 Acacia Park-downtown at Nevada/Bijou
figure 5.6a  first Antlers Hotel in 1890
figure 5.6b  hotel fire in 1898
figure 5.6c  Antlers Hotel and Palmer Plaza today
figure 5.7a  Engine No. 168 being placed in Antlers Park in 1964
figure 5.7b  Engine No. 168 today
figure 5.7c  Engine No. 168 plaque
figure 5.8a  DRG Railway Terminal in 1890
figure 5.8b  Terminal today
figure 5.8c  old train schedule inside
figure 5.9a  Monument Valley Park
figure 5.9b  Monument Valley Park today
figure 5.10  Queen Palmer Elementary at 1921 E. Yampa
figure 5.11  Palmer Park at Maizeland and Academy
figures 5.12a  Glen Eyrie
figure 5.12b  Major Domo rock formation at Glen Eyrie
figure 5.12c  Christmas celebration at Glen Eyrie today

Books for Teaching


**Bibliography**
