



MINES TO MOGULS

Curriculum Guide

50 YEARS OF PARK CITY SKIING



Introduction to the *Mines to Moguls* Curriculum Guide

The development of modern day Park City is the story of a once thriving silver mining town looking for a way to survive. By the 1950s and 60s, the lucrative silver mining industry, and the town built up to support it, was in trouble. Where 7,000 people once lived in the late 1800s, only 1,000 people remained by the 1950s. Mining jobs were scarce and businesses were closing their doors.

In 1963, it was the mine owners who gambled on a new plan to revitalize the economy—develop a ski resort. And on December 21, 1963, Treasure Mountains opened. Park City residents were no strangers to skis, and locals had been skiing at the weekend Snow Park ski area since 1947. But Treasure Mountains was a new, *resort* industry and venture. The ski resort was the idea of the mine owners, but it was Edgar Stern and the Badami family that would transform Treasure Mountains through the years and build the legacy for what it is today—Park City Mountain Resort.

The name has changed three times over the years and visions for the resort have been both adopted and abandoned, but the history of Park City Mountain Resort is the history of the development of modern day Park City. This year (2013-2014 season) marks the 50th Anniversary for Park City Mountain Resort, and the Park City Museum is excited to host its latest exhibit, ***Mines to Moguls: 50 Years of Park City Skiing*** chronicling this history of Park City.

We hope that you will find this curriculum guide helpful in the following ways:

- Use the pre and post lesson plans to prepare and debrief a visit to the Park City Museum to see *Mines to Moguls*.
- Use the lessons and a visit to *Mines to Moguls* to complement a visit to the Park City Museum's permanent exhibit.
- After *Mines to Moguls* is gone, these lessons may be adapted as you see fit to teach about Park City's skiing history.

Please be aware these lessons are developed for upper elementary / middle school, but may be adapted to any grade level. Please use how you see best in your classroom!

Our history and heritage is a resource that can easily be lost and forgotten without fostering an interest and desire to preserve that history in the younger generation. Your time and effort in teaching our history helps the Park City Museum in our mission to help “**preserve, protect, and promote Park City history and heritage.**” Thank you!



Jenette Purdy
Director of Education, Park City Museum

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Purpose & Outcomes of the *Mines to Moguls* curriculum

Purpose

Students will gain an understanding of the history of the evolution of modern day Park City by examining the development of the ski industry in Park City.

Outcomes

- Students will examine and record changes in Park City industries through the years.
- Students will evaluate the impact the ski industry has on our community.
- Students will connect with someone who has “lived the history” of Park City.
- Students will use skills of interviewing, analyzing historic photographs, reading and comparing data, and discussion.

Themes Covered in Lessons

Economy

Ski Industry (and changing nature of industry)

Park City History

Oral History

What to Expect on a Field Trip to *Mines to Moguls*

Mines to Moguls: 50 Years of Park City Skiing is on display in the Park City Museum's Tozer Gallery. This gallery is a little under 1,000 square feet.

The exhibit showcases objects and photographs from the 50 year history of Park City Mountain Resort. This includes marketing brochures, lift passes, Stein Eriksen sweater and one piece ski suit, a gondola (that you can sit in!), photographs, and much more. A 35-foot timeline tells the story of Park City Mountain Resort, from the opening of Treasure Mountains in 1963 until the 2002 Winter Olympics. Displayed in conjunction with this timeline are skis from the 1960s to the 2000s. Interactives include a space for visitors to place a colored dot on the year they started skiing in Park City and a space for them to color a skier or snowboarder and either place it on our slopes or take it home.

Museum Rules apply: No food and drink, no large backpacks, no yelling or running, and no touching of the historic artifacts (but there are interactives where we encourage participation!).



Mines to Moguls: 50 Years of Park City Skiing

Introduction Discussion

SUMMARY: In-class lesson to be used to introduce students to the themes and topics covered in the *Mines to Moguls* exhibit. This lesson may be used independently in class or in conjunction with a class visit to the Park City Museum. Students will use skills of discussion, analyzing historic photographs, and research and examination of national events.

OBJECTIVE: Students will understand the basics of Park City history—from mining to skiing. Students will understand that in the 1950s Park City was experiencing a downturn in their economy. Students will understand national events that were happening at the time period covered in the *Mines to Moguls* exhibit.

GRADE LEVELS: Upper Elementary—Middle School—High School

INSTRUCTIONAL PROCEDURES:

This lesson is best used as a PRE VISIT lesson for the *Mines to Moguls* exhibit.

Part I: Why *Mines to Moguls*?

1. Explain that the exhibit that your class will be visiting is called *Mines to Moguls*. **Ask students what they think an exhibit called *Mines to Moguls* might be about, just by knowing the title.** (This could be in one word, quick responses, or a paragraph response to a writing prompt. Have students share responses in a class discussion.)
2. Explain that the full title is *Mines to Moguls: 50 Years of Park City Skiing*. To understand the title of the exhibit, we need to understand a little about Park City's history.

Why *Mines to Moguls* this year (2013-2014 ski season)?

Park City Mountain Resort celebrates its 50th anniversary this year. In December 1963 Treasure Mountains opened as the first resort in Park City. The resort went through three name changes after that (Park City Ski Resort, Park City Ski Area), and today we know it as Park City Mountain Resort. Park City began its modern day development in the 60s, 70s, and 80s, but it was the 2002 Winter Olympics that put Park City on the map as a destination ski town.

Part II: Park City's History

1. ***What do you think about when you think about Park City history?*** Ask students to respond to the question. It could be in one word, quick responses, a response to a writing prompt, or creation of a visual representation (pictures or other graphic design) of their response. Have students share responses in a class discussion, and supplement their answers by briefly discussing the major themes of Park City's history.

Background

Park City wasn't always a "ski town." In the 1870s, Park City was a booming mine camp. People moved here from all over the country and the world to work in the silver mines. The mines created a lot of jobs for people and the mines produced a lot of wealth for the mine owners. There were many businesses and people made Park City home.

By the 1950s, however, the mines were closing and combined to form just one mine company. This meant that mining jobs became harder and harder to get. When people lost their jobs, they had to move out of Park City and many of the businesses that had done well during the mining era were forced to close. Many people thought that Park City was going to become a ghost town.

Population Comparison:

1889: more than 5,000

1896: more than 7,000

1951: 1,150

Park City's Mining History (the Short Version!)

In 1868, soldiers stationed at Fort Douglas in Salt Lake City made their way to the mountains around Park City. They found galena (silver and lead), but it was late in the season, so they marked the spot with a bandana so they could return the next year. By 1871, the first silver ore was shipped out of Park City. A booming mine camp was born as men flocked to Park City for jobs in the mines. The population rose to over 7,000 at the turn of the century. The Park City mines were rich in galena (silver and lead), but they also found some copper and zinc (which they originally did not have a use for).

The mining industry required men to work long hours—about 10 hours a day, 6 days a week. Miners earned, on average, about \$3 a day. This was a good job for the men (and it was only men that were allowed to work in the mine), but the mine owners made millions. In all, Park City's 300 mines produced a half a billion dollars in wealth.

Today, you can still see mills and mining structures in the mountains surrounding Park City. These structures were part of the first industry that put Park City on the map.

Part III: Park City (1930s-1950s)—Historic Photograph Activity

1. Park City went through a lot of changes during the 1930s-1950s. Explain that there were some very hard times. ***For older students, ask what was going on in the country in the 1930s. In 1940s. How do you think this may have affected Park City?***
 - a. In the 1930s the country was experiencing the Great Depression. Park City struggled along with the rest of the country during the Great Depression, so it was no surprise that the mining industry was struggling.
 - b. In the 1940s, it was WWII. During WWII, many Park City young men enlisted to fight in the war. The mines stayed open during the war because, in addition to the silver they got from the mines, they also got a lot of lead. ***Why do you think they needed lead for the war?***
2. Ask students: ***How do we know what happened in the past?*** Discuss students' answers. [journals, people telling us what happened, newspaper articles, receipts, and photographs, etc.]
3. Explain that students will be looking at historic photographs to discover what Park City was like from the 1930s-1950s.
 - a. Students can work independently or in groups of two. They should work to investigate **2 photographs**. Students may use the **Analyzing Historic Photographs worksheet** for each photograph they analyze.
 - i. Encourage students to look closely:
 1. ***What do you think is going on?***
 2. ***What do you notice in the photos that you think is interesting?***
4. Conclude and discuss:
 - a. Hold up different photos students analyzed (one per pair of students) and ask students to share what they discovered about the photos.
 - i. ***What is going on in the photo?***
 - ii. ***What did you think was interesting?***
 - iii. ***What do you think the photo tells us about Park City at the time period on the photo?***

[Worksheet, Photographs, and Teacher's Guide at the end of this lesson. For a PowerPoint presentation of the photos, please visit <http://www.parkcityhistory.org/education/teacher-resources-for-mines-to-moguls-curriculum/>]

- b. Focus concluding discussion on Photos from the 1950s, including numbers 1, 2, 3, 8, 9 10, 14, and 16.
 - i. Remind students that by the 1950s, there were a little over 1,000 people in Park City. Many people in the state thought Park City was on its way to becoming a ghost town. ***What is a ghost town? From the photos, does it look like a ghost town to you? Why does or why not?*** (On the one hand we can see that people still lived there! But on the other, it does look a little run down and there were empty stores.)
 - ii. ***Do you see any building you recognize today?***
 - iii. ***What did you find interesting about these photos?***
- c. Explain that the *Mines to Moguls* exhibit shows how Park City was able to develop a new industry (skiing) and escape the fate of becoming a ghost town.
- d. **Oral History Lesson Connection:** Have the students who interviewed individuals who lived in Park City in the 50s or 60s share some things that they learned.

Part IV: National Events (1960s-1990s)—Current Events Activity

1. Explain that the next big event for Park City was the development of a ski resort, Treasure Mountains. The *Mines to Moguls* exhibit will give us details about that development. Explain that they will be looking for those key developments when they visit the exhibit.
(See ***Mines to Moguls Exhibit Guide*** at the end of this Curriculum Guide)
2. Explain that there a lot of things going on in the national news that were important. Some of these national events had a direct impact on what was happening in Park City and the development of the ski resort and industry.
3. Students should each choose one of the following years and do some research into what was happening on a national level. Students should pay attention to the following: who was president, how the economy was doing and events that affected the economy, what were popular movies, music and popular culture items, what were some big stories that happened in that year, and anything else they find interesting about that year in their research.

a. **YEARS TO RESEARCH:**

1963	1973	1993
1964	1974	1996
1970	1975	2002
1971	1985	

4. Conclude and discuss the students' findings.

ANALYZING HISTORIC PHOTOGRAPHS

Name(s): _____

Directions: You will be “**Image Detectives**” to try and figure out what is going on in the photos!

Image: _____

1. Is there any writing on the photograph? (Aside from the © Park City Museum symbol) If yes, what does it say?
2. What do you see in the photograph? List details such as: Who are the people? What they are doing? What are they wearing? What are they surrounded by?
3. What is happening? What do you see in the photo to make you think that?
4. Could you guess why the picture was taken? What are some clues?
5. What does the photograph tell you about Park City at this time? What do you see in the photo to make you think that?
6. What questions do you have about the photo? Can you see any clues to figure it out? What further information do you need to figure it out?

1



Date: 1957

2



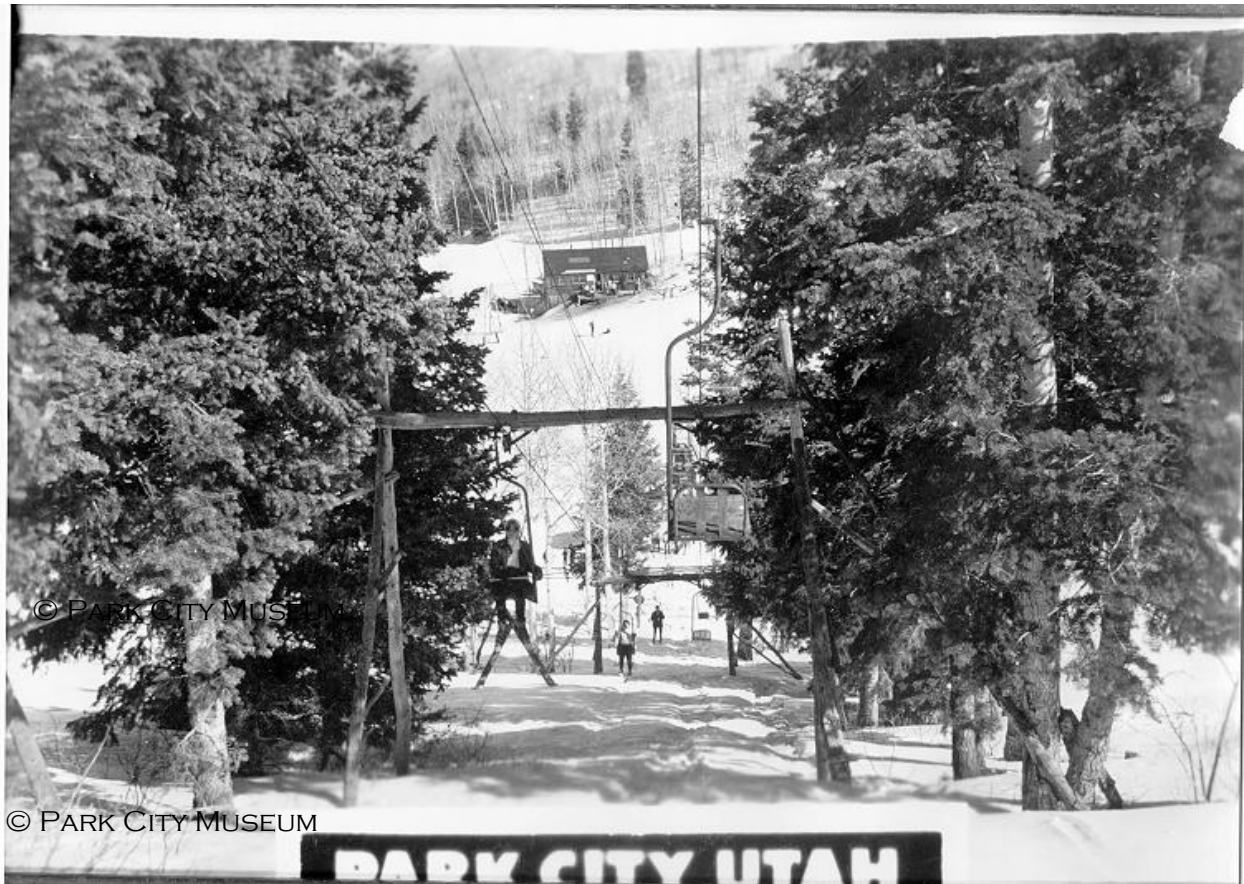
Date: 1953-1954

3



Date: 1956

4



Date: 1950

5



Date: 1947

6



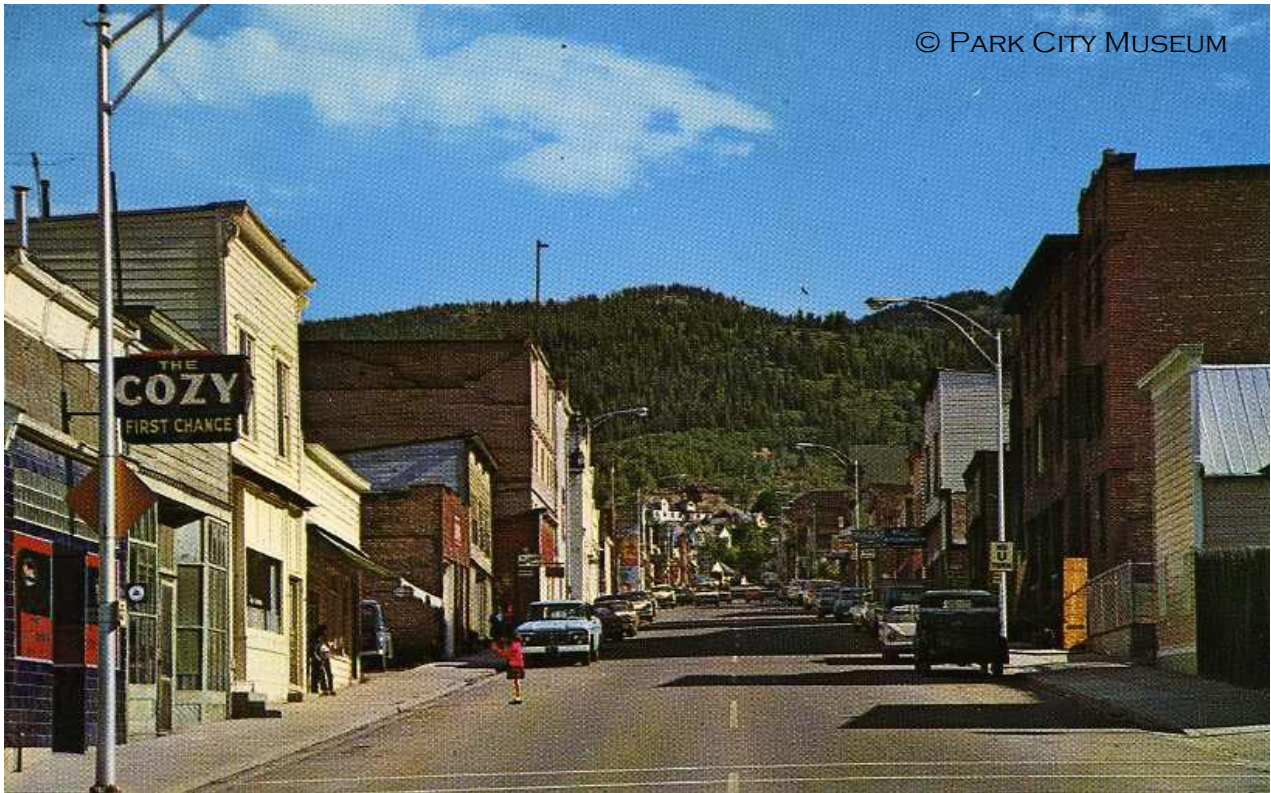
Date: 1930s

7



Date: 1930s

8



Date: 1950s

9



Date: 1956 (Labor Day)

10



Date: 1950s

11



Date: 1930s

12



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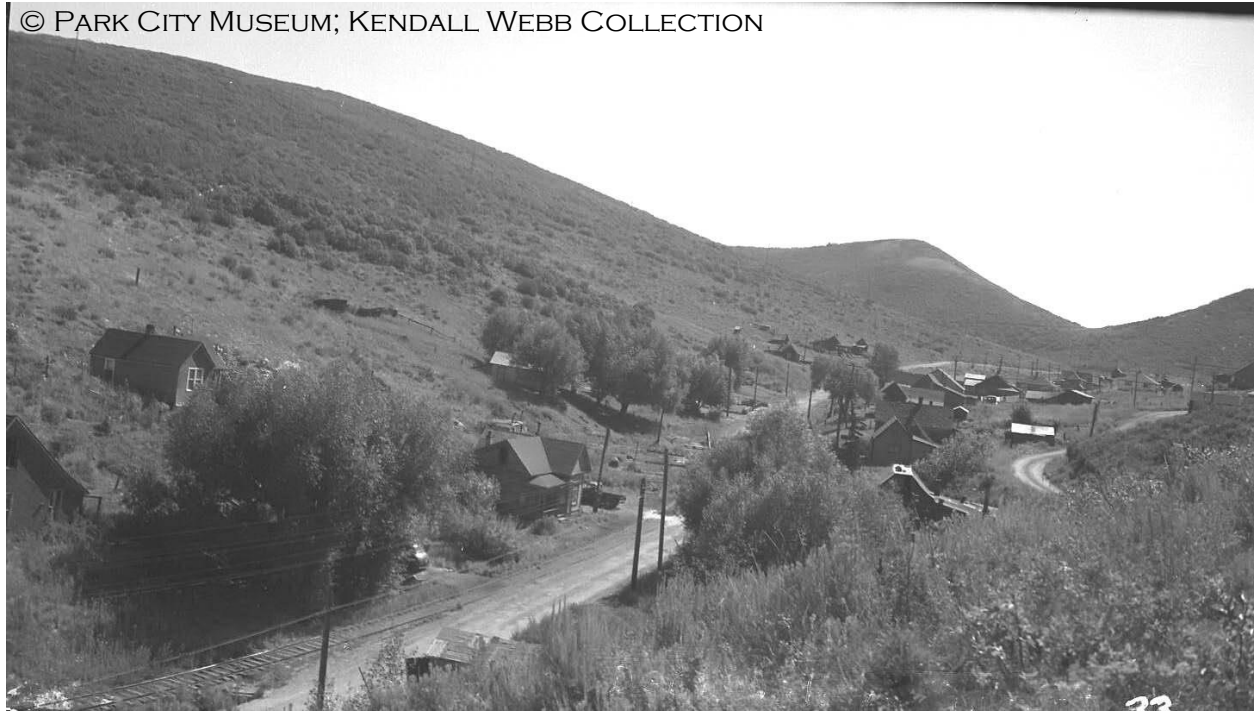
Date: early 1930s

13



Date: 1941

14



Date: 1952

15



© PARK CITY MUSEUM; HIMES-BUCK DIGITAL

Date: 1930s

16



Date: 1959

17



Date: 1946

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Teacher's Guide–Historic Photos



1— Main Street, Park City, Fall 1957

They are filming for a Disney movie called “Rusty and the Falcon.” Do you recognize where it is being filmed? The Sheriff’s Office is now Prospect, just two buildings up from Talisker (which is Star Grocery in this photo, but was formerly the Smith and Brim—the grocery store on display in the Park City Museum).



2— Burns Alley, Snow Park (today lower Deer Valley), Spring 1953-1954

Mel Fletcher (right) and Les Roach used old bindings mounted on barrel staves as skis. Snow Park was only open on weekends and used mostly by locals. But locals knew it was good skiing!



3— 518 & 528 Main Street (Formerly the Park City Library-right and City Hall-left; Today it is the Park City Museum)

This picture, 1956, illustrates that things were getting a bit run down in Park City in the 1950s.



4— 1950, Snow Park (today, lower Deer Valley)

In 1947, Snow Park opened the Ottobahn Lift (shown here). Otto Carpenter and Robert Burns built this lift and the ski area was popular weekend skiing for primarily locals (though skiers from Salt Lake and Provo would visit).



5— Snow Park Ski Club (photo taken at Ecker Hill), 1947

(left to right) Mel Fletcher (President), Bill Bailey (Vice-President), and Don Young (Secretary). The Snow Park Ski Club promoted and encouraged people get involved in skiing in Park City. Their logo, with the broken heart, earned them the nickname, the Broken Hearts Club. (This sweater is on display at the Park City Museum)

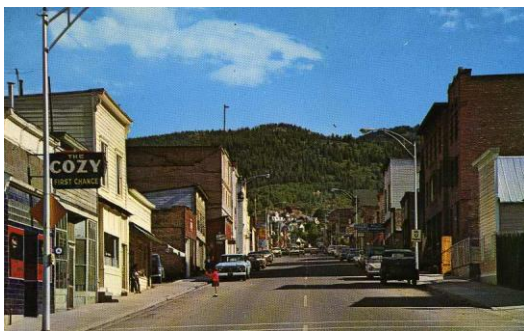


6— Ski Jumping at Ecker Hill, 1930s

Ski jumping was very popular in the 1930s (as can be seen by the spectators). With the rise in ski jumping popularity, skiing moved from a transportation necessity in the deep snow, into the area of recreation. Alf Engen set world records at Ecker Hill.



7— Park City High School (Built 1926-27; Turned over to City in 1981); Became the Library in 1993



8— Park City's Main Street, 1950s

This is a postcard, which on the back reads: "Park City, Utah Main Street. One of Western America's oldest and most colorful mining towns." This indicates that the mining history was just becoming just a part of history (the skiing industry had not yet made a name of itself). The Cozy, which you can see in the left hand bottom corner, was known as a miner's bar in the 60s as the new "ski bums" or "hippies" began moving to town (they had their own bars).



9— Sept 1956, Labor Day Parade

Parades have always been an important part of Park City's history! This group of kids is passing in front of City Hall (the Park City Museum today). On the back of the photo, is written, Bill & Ted (William Berry and grandson Ted Larremore—which is fitting since they are in front of City Hall, which housed the Fire Dept too. The Berry family was involved with the fire department from its beginning as a volunteer fire dept in 1881).



10— Kimball Junction Café and Gas Station, 1950s

This Café, Gas Station and Tourist Cabins operated from 1949 to the early 1970s. There wasn't much else at Kimball Junction, so this served the traveling population and Park City community well. (It was located approximately where the car wash and McDonald's is today)



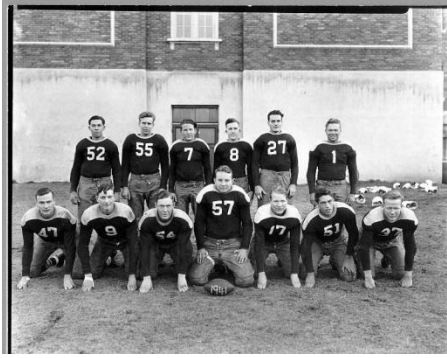
11— 1930s, Main Street

Six or seven foot high snow banks in front of 465 Main Street (this building is just down from No Name Saloon, and houses a t-shirt shop on the street level). There were some bad winters in the 1930s, and snow removal equipment is better today and more frequent. You can see the aerial tramway towers in the far distance in the upper right corner of the photo.



12— 1930s, From Swede Alley looking southwest

Although it was the Great Depression, notice the kids' smiles. Many oral histories from people who were kids at that time remember growing up in Park City as a good time, even though they didn't have a lot. As is often the case in life for kids, the adults and parents probably kept the hardest times from their kids.



13— High School Football Team, 1941

The team only lost one game in 1941-sadly that one loss was in the 1-A Championship Game. Eight out of these 13 players shown would go off to serve in WWII. This is a sobering reminder of how WWII changed lives and communities in the 1940s.



14— Road to Deer Valley, 1952



15—Main Street, 1930s

Snow plays a dominant role in this image. The building pointed out by the red arrow was called the “Hoover Café.” (Across from Egyptian Theater), This café opened in 1931 during the Great Depression and after 2 months, they had served 2,500 meals in the “free soup kitchen”, renamed after President Hoover.



16— Kimball's Junction Sign, May 1959

There wasn't a lot at Kimball Junction at this time, and as the photos shows, mining was the draw for Park City. The beginning date indicates 1869, and no end date is given. Mining was still happening, although at a much less productive rate than in the early mining days.



17— 1946, in front of Jefferson School

Carl Workman, on left, when he returned from WWII. Workman grew up in Park City and would have graduated from Park City High School in 1943, but he enlisted instead. He served in the Pacific.

Carl is a great example of the importance of collecting oral histories. Carl is always happy to share his stories and the Park City Museum is grateful he has, as this has given us further insight into Park City's history.

What Makes a Ski Resort?

The Changing Nature of Industry in a Town

SUMMARY: In-class lesson to be used to introduce students to the themes and topics covered in the *Mines to Moguls* exhibit. This lesson may be used independently in class or in conjunction with a class visit to the Park City Museum. Students will use skills of discussion, researching, and reading numerical data.

OBJECTIVE: Students will understand what made Treasure Mountains unique in the history of skiing in Park City (in the context of the Snow Park Ski Area, ski jumping, and early cross country skiing). Students will investigate the resort industry in Park City and understand how industry changes over time in a town.

GRADE LEVELS: Upper Elementary—Middle School—High School

INSTRUCTIONAL PROCEDURES:

This lesson is best used as a PRE or POST VISIT lesson for the *Mines to Moguls* exhibit.

Part I: Snow Everywhere

1. Refer back to pictures 15 and 11 from the Introduction Lesson. ***Is there this much snow on Main Street today?*** Discuss reasons why there is or isn't. (Possible discussions could address the fact that there is less snow today than back then; snow removal equipment is better today and more frequent)
2. ***What do you like to do in the winter and the snow?*** Discuss students' answers.
3. Display pictures of kids sledding, people using cross country skis (for fun and to get to work), ski jumping, and Lincoln Park Ski School, and read the excerpt about "coasting lanes". [These pictures can be accessed by a PowerPoint at <http://www.parkcityhistory.org/education/teacher-resources-for-mines-to-moguls-curriculum/>]
 - a. Explain that people had to use skis as transportation, but they also had fun in the snow.
 - b. Discuss things such as ski gear, skis, amount of snow, and anything that the students notice about the picture that is interesting.

Part II: Snow Park vs. Treasure Mountains

1. Explain that although the first official ski “resort” didn’t open until 1963, the Snow Park Ski Area opened in 1947. Snow Park, located where lower Deer Valley is today, was a ski area open only on the weekends. Generally, it was mostly locals who visited this ski area, though area ski clubs would host “ski trains” from the Salt Lake and Provo communities.
2. Have students examine two examples to decide which is the Snow Park Ski Area and which is Treasure Mountains Resort. Students may work together in small groups or individually.
 - a. **Find the Snow Park vs. Treasure Mountains comparison worksheet at the end of this lesson.**
 - b. Discuss answers.
 - c. **Oral History Lesson Connection**: Have the students who interviewed individuals who worked at Treasure Mountains or lived in Park City in the 60s and 70s share the things that they learned.

Part III: Ski Resorts Today

1. Today, ski resorts have become big business. It takes more than building a chair lift and only being open on the weekends to make it in today's business.
2. Ask students to do research on two ski resorts. Example: One resort from the Wasatch Back, and one from the Wasatch Front or Outlying Areas. [See List of Utah Resorts Below].

Research topics should include:

- a. Location
- b. Amount of Snowfall, Snowmaking
- c. Skiable Terrain, Beginner/Expert Terrain, Terrain Park, Number of Chairlifts (types of chairlifts)
- d. Safety (Ski Patrol, Avalanche Control, etc)
- e. Retail and Shopping
- f. Dining
- g. Ski Rentals
- h. Parking and Transportation (Location of nearby large cities, airports)
- i. Lodging

Utah Ski Resorts		
Wasatch Front	Wasatch Back	Outlying Areas
Alta—Alta	Sundance—Sundance	Eagle Point Ski Resort—Beaver
Brighton—Big Cottonwood Canyon	Wolf Creek—Eden	Beaver Mountain—Logan Canyon
Solitude—Big Cottonwood Canyon	Snowbasin—Huntsville	Brian Head—Brian Head
Snowbird—Snowbird	Powder Mountain—Eden	
	Park City Mountain Resort—Park City	
	Deer Valley—Park City	
	The Canyons—Park City	

3. As a class, brainstorm ideas that the class thinks would make a ski resort successful. Have students recall information from their research, as well as personal experiences (i.e. think about what they encounter when they are skiing that make their time on the slopes a good one).
 - a. Possible topics: Safety (avalanche control, Ski Patrol, chair lift safety, safety on the mountain), Lift construction and operations, Ski Rentals, Ski Lessons, Dining, Lift Tickets, Retail and Shops,
 - b. **Post Visit**: Compare your list with the things that you noted in #2 of your ***Mines to Moguls Exhibit Guide***.
 - c. **Oral History Lesson Connection**: Have the students who interviewed individuals who work in the ski industry share the things that they learned.
4. **Extension: Design Your Own Ski Resort**
 - a. Design your own ski resort (this might help them understand how things are run). Decide the terrain, number of chair lifts, retail space, lift prices, etc.
 - b. Remind students to keep in mind all of the things discussed earlier.
 - c. Students may want to write a report about their ski resort in official business documents (such as a business letter or memo). They may want to draw a map of their resort, with a key and descriptions of the different areas of the resort.

Park IV: Economic Impact of the Ski Industry

1. ***What is the economy? Why is the economy important to a city or town?*** The economy is the system where things are produced and people consume those things. These goods or services are distributed or traded, and people agree on a price to pay for those goods or services (these may be intangible—such as serving food, or tangible—such as cooking or producing the food).

Explain that every city or town needs an industry that is the primary way people make money and that will drive the economy. ***Do you think if the city is big enough they might have more than one large industry that employs people?***

2. Ask students to remember back to the first lesson where they talked about why the exhibit is called *Mines to Moguls*. This is referring the change in industry that has happened in Park City over the years. ***Where were most people employed in the early history of Park City?*** (Mining industry, businesses in town) ***What is the major industry now?*** (Ski and Tourism industry, businesses in town).
 - a. ***Besides the ski resort, what other businesses you would need in town to make a successful “tourist town”?*** Consider things like:
 - i. Good restaurants
 - ii. Places to stay
 - iii. Other things to do (i.e.—if you are an outdoor recreation town, like Park City, it would be nice to have arts and culture things for tourists to do, too)
 - iv. Ways to get around
 - v. Places to get groceries
 - b. Remember that all of these places hire people and make money, so even if someone doesn’t work at the resort, they are still part of the tourist economy in town. Are there other jobs? (Teachers, Bankers, Police, etc). Though most might not directly be involved in the tourism industry, the tourist industry has a big impact on all jobs.
3. To investigate the tourism industries impact on Summit County, students may complete the **By the Numbers: The Tourism Industry** worksheet which can be downloaded from our website at <http://www.parkcityhistory.org/education/teacher-resources-for-mines-to-moguls-curriculum/>
 - a. Have students work individually or in pairs.
 - b. Discuss answers.

Snow Park vs. Treasure Mountains

NAME(s): _____

EXAMPLE 1	EXAMPLE 2
1,400 foot lift	Gondola, 1 Double Chairs, 2 J-bars
Ski School	Ski School
Food options	Golf Course
Warming hut	Food options
Large parking lot	"Ski Condos"
"Situated at 7,000 feet, the area has runs for the novice, the recreational slope artist, and the racer."	19 Ski runs
Home of the local ski club	Skiing terrain that does not have one black diamond: "gives every skier at any stage of development, delusions of grandeur."

- 1) Which example do you think is Snow Park Ski Area?
- 2) Why? (Give two reasons to support your decision)
- 3) Which example do you think is Treasure Mountains Resort?
- 4) Why? (Give two reasons to support your decision)

ORAL HISTORY LESSON PLAN:

Talking to someone who has “lived the history”

PURPOSE: In-class lesson to be used to introduce students to what oral history is and how to do it. This lesson may be used independently in class or in conjunction with a class visit to the Park City Museum. Students will be able to talk to someone who has “lived the history.” Students will use the skills of research, writing, and interviewing.

OBJECTIVE: Students will understand what oral history is and why it is important to the historical record. Students will select a person to interview, develop appropriate questions, conduct the interview, and analyze the interview.

GRADE LEVELS: Upper Elementary—Middle School—High School

INSTRUCTIONAL PROCEDURES:

This lesson may be used as a PRE or POST VISIT lesson for the *Mines to Moguls* exhibit

Part I: What is Oral History?

1. Ask students to write down a response to the question: ***What is history?*** This could be in one word, quick responses, or a paragraph response to a writing prompt. Have students share responses in a class discussion. See where students have similar ideas about what defines history.
2. Follow up questions: ***How do we know what happened in the past? Who writes history?***
 - a. There are many ways we know about what happened in the past (journals, objects, legal documents, photos, letters). Discuss the students’ answers and how they relate to what we know about the past.
 - b. Point out that historians look at a lot of different topics when they study history. They might study politics, wars, big national events, important things we might see on the news. But, historians also study the everyday lives and activities of “regular” people.
3. All of these ways we know what happened in the past are considered primary sources. ***Where do you usually go if you want to learn something?*** (common answers: books, internet, Wikipedia) These are all considered secondary sources. For example, the person who wrote a book on Park City history used primary sources to get his or her

information or “sources.” ***What could these “sources” be?*** (journals, photographs, letters, birth certificates, census, tax records, oral histories, furniture, objects (like in a museum!), political cartoons).

Background Information

Primary sources are first-hand accounts of an event or moment in time and are in their original form. Secondary sources are books or articles that use a variety of primary sources to provide commentary on an event, but these are created by people who do not have first-hand knowledge of the event.

4. One way we know about the past is by doing oral history. What is oral history?

Background information

Oral history is the systematic collection of living people's testimony about their own experiences. Oral history is not folklore, gossip, hearsay, or rumor. Oral historians attempt to verify their findings, analyze them, and place them in an accurate historical context. Oral historians are also concerned with storage of their findings for use by later scholars.

In oral history projects, an interviewee recalls an event for an interviewer who records the recollections and creates a historical record. Oral history, well done, gives one a sense of accomplishment. Collecting oral history, we have a sense of catching and holding something valuable from the receding tide of the past.

Oral history depends upon human memory and the spoken word. The means of collection can vary from taking notes by hand to elaborate electronic aural and video recordings.

The human life span puts boundaries on the subject matter that we collect with oral history. We can only go back one lifetime, so our limits move forward in time with each generation. This leads to the Oral Historian's Anxiety Syndrome, that panicky realization that irretrievable information is slipping away from us with every moment.

Source (Oral History Background info):

http://dohistory.org/on_your_own/toolkit/oralHistory.html

Part II: Why is oral history important? How does it add to history?

5. Discuss as a class why oral history is important. Emphasize that it is important to understand **people's stories and their experiences** related to an event.

Background Information

We all have stories to tell, stories we have lived from the inside out. We give our experiences an order. We organize the memories of our lives into stories.

Oral history listens to these stories. Oral history is the systematic collection of living people's testimony about their own experiences. Historians currently recognize that everyday memories of everyday people, not just the rich and famous, have historical importance. If we do not collect and preserve those memories, those stories, then one day they will disappear forever.

Source (Oral History Background info):

http://dohistory.org/on_your_own/toolkit/oralHistory.html

6. **Oral history accounts add the life to the facts.** And they give voice to people, regular people, who often aren't involved in writing history.

Example:

In 1933, unemployment had risen from 8 to 15 million and the gross national product had decreased from \$103.8 billion to \$55.7 billion.

- a. Same fact, but this is an oral history account that gives a personal face to that fact:

"I remember it was awful hard times, and it was hard to get a hold of enough to buy a sack of flour and we made our own breads, cooked our vegetables, bottled our fruits, raised our gardens. We did most of our own cooking and pastry, pies, whatever. Did it all ourselves; we hardly ever bought anything." --Marvell Hunt, recalling life at 19 years old during the Depression in Sevier County, Utah.

Source: Family Gallery Guide for "Our Lives, Our Stories: America's Greatest Generation," NEH on the Road, a program of Mid-America Arts Alliance.

7. ***After reviewing the example, why do you think oral history is important? How does it add to historical accounts? Do you understand the facts differently after listening to the oral history account?*** Sometimes statistics and numbers as large as this are difficult to relate to. But we might be able to relate to an account of someone's life as told in their own words.

Part III: Doing Oral History

8. **Explain to the class that they will be conducting some of their own oral histories to learn about the skiing in Park City history and today.**

Park City History—Skiing Topics*

Park City in the 1950s, 1960s and/or 1970s

Winter Olympics and impact on Park City

Working at Treasure Mountains Resort, Park City Ski Resort, or Park City Ski Area

Working at Park City Mountain Resort today**

***Note:** Many of these topics might work together. For instance, someone who lived here in the 1960s can talk about what Park City was like then, but they probably also worked for Treasure Mountains Resort.

**** Note:** The person who is working at the resort should have a job that will give him/her a solid understanding of how a ski resort is run (or at least one aspect of the resort business, such as ski rentals, dining, ticketing, etc.).

Possible social history topics

Sports

School

Life at home

Food

Transportation

Entertainment

9. Advise students to think of a person they wish to interview. Students may want to brainstorm with their parents or caregiver to determine someone they would be able to interview, such as a grandparent, neighbor, or family friend.

NOTE: Some students may not have relatives in the area or may not be close to their neighbors, and some students may be new to the country. In this case, you may want to identify a list of possible people in the community who might be willing to be interviewed. Other teachers in the school may be able to help identify some sources.

10. Have the student determine what they hope to discover about the person's life. In preparation for the interview, the student should research the following:
 - a. Historical and significant events, including well known individuals who made the news
 - b. Social and economic conditions
 - c. Culture and other interesting information about the time

11. Students should establish 3-4 informational questions, such as full name, age, date of birth, occupation, where they lived, etc. They should develop 4-5 questions based on significant events of the time period and 3-4 questions regarding what their personal was like at the time you are investigating. Additional questions are also welcomed and may come up during the course of the interview.
 - a. When asking about the Historical, Social, and Cultural events of the time, develop questions that have the interviewee talk about *their own personal experiences in relation to those events*.
 - b. Examples of what they may ask about, in addition to the Historical, Social, and Cultural events going on:
 - i. What they did for a living, what being in Park City at that time was like (i.e. where did they hang out, what did they do for fun, what was Main Street like), what were important events and why, etc).
 - c. It is very important that students phrase their questions so they get a descriptive answer versus a “yes” or “no” answer. Avoid asking questions that begin with “Did you...” or “Were you...” Instead, ask questions such as “How did...”, “Why did...”, or “What did...”
 - d. Remind students that during the course of the interview, other unplanned questions may surface, and as long as they are appropriate, they can be asked.
12. Students should develop questions ahead of time and bring them to class for review. The handout titled **“Oral History Interview Questions Worksheet”** may help guide this process.
 - a. Also consider holding “mock” interviews between students to practice interview skills and questioning before the actual interview occurs.
13. Students can also ask the interviewee if they have any letters, photographs, or objects that relate to the time period that are important to them in relation to the interview questions and why. It might be interesting to see these objects in relation to the stories told during the oral history.
14. Students should set up an appointment with their interviewee. They should be prepared to record the interview (if they have the equipment) and take notes. Students need to obtain permission to do both—the handout titled **“Interview Release Form”** provides all the vital information for doing this. Students should make two copies, one for the interviewee and one for the interviewer.
15. Remind students that often the people they are interviewing might want to talk for a long time. Have students stick to their questions, so their interviews don’t go too long. Pass out the handout titled **“Tips for Oral History Interviews.”**

Part IV: Analysis

16. Students should write up their interview in Q & A format, so they will have direct quotes. If possible or applicable, students may also write an essay report which will include direct quotes from the oral history, but will include some analysis of the students' findings.
 - a. Analysis may focus on
 - i. A summary of their findings,
 - ii. What were some of the most interesting things they learned
 - iii. What they found out that was surprising
 - iv. What the stories of the interviewee tell us about that time period
 1. Perhaps what they learned from their interview conflicts with what they know or what they have learned in school...where would students go to find more information?
 - v. Further questions they would ask if they could go back to learn more and clarify some points.
17. As a class you may want to discuss some of the technical aspects of doing an oral history.
 - a. What questions were effective and led to interesting answers and stories?
Which questions weren't as effective?
 - b. Was it hard to keep interview subjects on the topic? What strategies worked to pull the person back to the focus of the interview?
 - a. What good follow-up questions did you ask?
 - b. What might have made the interview more productive?
18. **[Optional]:**
If students complete these interviews before their visit to the Park City Museum to see the exhibit *Mines to Moguls*, have a few students prepared to share stories from the people they interviewed.

Lesson Plan developed by the Education Department at the Park City Museum.

The following sources were drawn on to create the lesson plan:

Step By Step Guide to Oral History, by Judith Moyer http://dohistory.org/on_your_own/toolkit/oralHistory.html
The Educational Programming Guide for *Our Lives, Our Stories* © 2010, NEH on the Road, a program of Mid-America Arts Alliance.

TEACHER WEBSITE RESOURCES (Oral History)

For further information on doing oral history:

http://dohistory.org/on_your_own/toolkit/oralHistory.html

Examples of oral history projects online:

Rutgers Oral History Archive <http://oralhistory.rutgers.edu/>

Library of Congress, American Memory, Life Histories from the Federal Writers' Project
<http://memory.loc.gov/ammem/wpaintro/exhome.html>

Archives of American Art, Oral History Collections
<http://www.aaa.si.edu/collections/oralhistories/>

"Been Here So Long": Selections from the WPA American Slave Narratives
<http://newdeal.feri.org/asn/asn00.htm>

Example of student produced oral history projects:

What Did You Do in the War Grandma?
http://www.stg.brown.edu/projects/WWII_Women/tocCS.html

Memories of WWII <http://www.littleton.org/history/mem.asp>

Telling Their Stories <http://www.tellingstories.org/index.html>

Example of local oral history projects and the variety of topics they may cover:

American West Center, University of Utah <http://www.hum.utah.edu/amwest/?pageId=2089>

Name: _____ Class: _____ Date: _____

Oral History Interview Questions Worksheet

Oral history is an interview that records a person's recollection of experiences, thoughts, and feelings about a specific event or a period of time. By showing how national or international events affected the lives of individuals, oral history adds a personal dimension to the study of the past.

Collecting oral history interviews is a way to discover your own primary sources. Members of your family and community can surprise you with a wealth of information and insights into major events of our times. These guidelines will help you organize an oral history interview.

Preparation

First choose your subject. Whom would you like to interview? Consider the following points:

- What historical information could be obtained from this person?
- Would this person be willing to participate?

Think about how you will record your subject's words. If possible, obtain a recorder and get your subject's permission to record your interviews. If students aren't able to locate and use one, they should take detailed notes of the interview.

Planning the Interview

- Write an introduction to your interview. Introduce yourself if necessary, and include an explanation of this project and its purpose.

- Gather the following basic information from the interviewee: Full name, birth date and birthplace, and occupation. Write three warm-up questions to follow this basic information.

- Write at least six questions to help you get stories and details about the event or time period you are studying.

- Prepare some follow-up questions. These questions should help you to clarify and expand upon the information from your interview.

Conducting the Interview

- Make an appointment with your subject and be on time.
- Explain to your subject that you will be using the information for a class project.
- If you record the interview, be sure your subject agrees to it.
- Bring along your notes to help you guide the interview. Your subject may wander off with an interesting story. Continue with it as long as it adds to your understanding of the topic. If it does not, politely return to your list of questions.
- When your interview is finished,
- Be sure to write your subject a thank-you letter.

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INTERVIEW RELEASE FORM

Project name:

Date: _____

Interviewer:

Tape number: _____

Name of person(s) interviewed:

Address:

Telephone number: _____

Date of birth: _____

By signing the form below, you give your permission for any tapes and/or photographs made during this project to be used by researchers and the public for educational purposes including publications, exhibitions, World Wide Web, and presentations.

By giving your permission, you do not give up any copyright or performance rights that you may hold.

I agree to the uses of these materials described above, except for any restrictions, noted below.
Name (please print):

Signature:

Date: _____

Researcher's signature:

Date: _____

Restriction description:

Tips for Oral History Interviews

An interview is not a conversation. The whole point of the interview is to get the narrator to tell his or her story. Limit your own remarks to a few pleasantries to break the ice, then brief questions.

Ask open-ended questions, ones that require more of an answer than "yes" or "no." Start with "why," "how," "where," "what kind of. . ."

Ask one question at a time.

Ask brief, understandable, and clear questions.

Start with questions that are not controversial; save the sensitive questions, if there are any, until you have become better acquainted. A good place to begin is with the narrator's youth and background.

Don't let periods of silence fluster you. Give your narrator a chance to think of what he or she wants to add before you hustle him or her along with the next question.

Don't interrupt a good story because you have thought of a question, or because your narrator is straying from the planned outline. If the information is pertinent, let him or her go on, but jot down your questions on your notepad so you will remember to ask it later. Be willing to let the interview wander – but if you're not getting interesting material, put it back on track with a question.

Be accurate: After the interview, confirm the spelling of names or places used by the subject. Write the spellings in your notebook.

Be respectful.

Try to establish at every important point in the story where the narrator was or what her role was in this event. Like, "Where were you when you heard about the bombing of Pearl Harbor?" It is important to ask about their perception of these events: "How did hearing about this event affect you?" or "What did you think this event meant?"

End the interview at a reasonable time.

Thank the person you interviewed. You might even wish to send them a note or a copy of your final report.

Taken in part from From Willa K. Baum, *Oral History for the Local Historical Society*. See: <http://bancroft.berkeley.edu/ROHO/resources/rohotips.html>

Lesson Plan Extensions

Art:

- Encourage students to think about designs they see on snowboards and skis today. Students could do research; and/or as a class compile a gallery of designs they have seen on skis and snowboards.
- Have students compare the designs of today to the designs they noticed on skis in the *Mines to Moguls* exhibit.
- Have students create their own original design for a ski or snowboard.

Language Arts:

- Brainstorm as a class to list stories or poems that may be about skiing, snowboarding or that might feature snow/winter as a major feature of the story.
- Encourage students to write their own story or poem about winter, snow, or winter sports.
- ❖ As a class, you may wish to submit these ski/snowboard designs or stories/poems to the Park City Museum for display in the exhibit. Please contact Jenette Purdy at 435-649-7457 ext. 5102 or education@parkcityhistory.org if you are interested in doing so.

Natural Resources and Preservation:

- As a class, discuss what natural resources are. Talk about the two natural resources that Park City has depended on for their primary industries during its history (silver and snow).
- ***What happened to the Mining Industry?***
- ***Can you ever imagine Park City not being a ski town? What do you think would make it so we wouldn't be a ski town?*** (Possible answers for discussion: Climate Change and the concerns over amount of snow)
- Explain that it is important for all of us to do our part to preserve the land and conserve our resources that we have now.
- ❖ Please see the Park City Foundation's parkcitygreen.org's website for teacher resources and possible lesson plans regarding this important topic:
<http://parkcitygreen.org/Green-Kids-Zone/Environmental-Games.aspx>

Mines to Moguls: 50 Years of Park City Skiing

Exhibit Guide

Name: _____

1. List all of the resort names and the years they were created. Why the name changes?
List key events that happened for each of the resorts. List key people who were associated with each resort. What did they do?

[more on back]

2. Look for things that the ski resort owners tried to do to make each resort successful. What were things that they included in their plans? What materialized? What didn't? What were things that were successful?

3. Find the lift passes in the exhibit and take a picture, or sketch, these passes. Can you find anywhere in the exhibit and the Museum where prices for these older ski resorts are listed? What were the prices?

4. Notice the designs of skis that you notice in each era (i.e. 60s, 70s, 80s). Sketch the designs that you think are most interesting. Why do you like the ones you sketched?