



HISTORY *Colorado*

An Educator's Guide to Ute Tribal Paths

Ute Tribal Paths Unit of Study: Grades 3-8

This multidisciplinary unit of study is designed to complement the History Colorado Center's online exhibit at www.exhibits.historycolorado.org. Students will utilize their reading, writing, geography, and critical thinking skills to deepen their understanding of the history of the Ute people, Colorado's oldest inhabitants, from time immemorial to the present day.

Background Information:

U.S. history discusses the movement of American Indian tribes to reservations and the final battle between American Indians and the U.S. Government. The relationship between tribes and the U.S. Government did not end in the 1890s. The Native American Civil Rights Movement occurred in the 1960s and 1970s, at the same time as the Chicano Movement (El Movimiento) and the African American Civil Rights Movement.

The Native American Civil Rights Movement became much larger with the enactment of the Indian Termination Policy in 1953 and continued to gain momentum with the founding of the American Indian Movement in 1968. There were several violent encounters between members of AIM and federal law-enforcement officials. The movement subsided when Congress passed several laws providing sovereignty to American Indian tribes, but inequity between those who live on American Indian reservations and other populations in the United States is prevalent today.

Essential Understandings:

- If we fail to learn from history, we are destined to repeat it.
- Certain conditions, beliefs, and prejudice result in some people being treated differently than others and/or prevent people from fighting back.
- Writers provide insights into the human experience through literature.
- Kindness, in the face of adversity, exists.
- Considering multiple accounts and perspectives is essential to developing a deep understanding.

Skills:

- Identify main ideas in nonfiction text.
- Respond to and infer details.
- Use Internet resources as research tools.
- Use informational text and literature as research tools.
- Compare information from a variety of sources about the same topic.
- Formulate questions about a topic.
- Summarize nonfiction text.
- Create multimedia presentations showcasing information.
- Present information to classmates orally and visually.

Lesson Plans:

Activity 1: Hides for Horses, Introduction Lesson

In this lesson, students will be able to experience the Ute creation story, as well as creation stories from other Native American tribes. After close reading of the stories, students will analyze elements of the stories, including symbolism, and figurative language. Finally, students will independently create their own versions of creation stories, incorporating figurative language.

- 1) The teacher should begin the lesson by asking students what they know about the Utes and their history in Colorado. He/she might want to record this information for future reference.
- 2) The teacher should have the Ute website pulled up on a Smart Board. Each student should have access to it as well at her/his desk.
- 3) On the Smart Board, the teacher should explore the section, Hide for Horses, with the students.
- 4) As a class, the students should begin to examine the site focusing on the creation story. They should take notes on the major components of the creation story as well as begin to interpret the symbolism that is used.
- 5) Once the students have a strong grasp on the Ute story, introduce them to creation stories by other tribes. The following link has a plethora of different tribe stories.
<http://www.crystalinks.com/nativeamcreation.html>
- 6) Students can be broken into small groups or can work independently analyzing the various stories. The students should be able to identify the major story elements, figurative language, and symbolism used.
- 7) Once the stories have been examined, the class should come back and discuss the major elements that they located. The teacher should then give the criteria he/she wants for the students' creation stories.

- 8) Students will then independently create their own versions of creation stories, incorporating figurative language and symbolic images that they read about. Once the students have completed their writing, they can then use an animation app, animoto or other web tool to create illustrations for their creation story.

Activity 2: Invasion

Students will investigate important events of Ute history and explore the cause and effect relationships around three themes of Social Studies: Culture, Government, and Economics.

<https://www.learner.org/workshops/socialstudies/pdf/session4/4.NCSSThemes.pdf>

(Feel free to incorporate more themes and use this document to explore concepts of themes.)

- 1) Teacher will introduce the web page of the online exhibit “Select a Bead to Explore 1848-1896.” This web page will be the cornerstone of the lesson, so it is essential that the teacher shows students how to use it, and also how to analyze the events described, using the lens of the themes: Culture, Government, or Economy.
- 2) After students are comfortable with the web page’s functionality, students will use the attached graphic organizer to take notes on the specific events listed. (The graphic organizer uses the themes for organization.)
- 3) After students have completed the graphic organizer of the events, they will go back to one specific category and choose 4 events that are connected through cause and effect relationships.
- 4) Students will write a multi-sentence description of each of the 4 events, including how the events are connected to each other and to the theme.
- 5) After students have received approval from the teacher regarding their writing, students will create a Prezi. <https://www.youtube.com/watch?v=ArGh6FurR0Q>
- 6) Students will present Prezis to classmates to showcase understanding of events and connections.

Activity 3: Reservation Life

Students will investigate how life for Ute people changed with the westward expansion and control of the American government and how a day in the life of a Ute was different before and after government controls on migration and settlement of the Ute population.

- 1) What were the government’s benefits of having the Utes assimilate? What were the negative implications for the Utes?
- 2) Respond to the following quote:
“After the white people come in here they will say ‘We took your land, now we will take your water and your house, so you get off this land, go to some other country and find some other place!’ (That is the reason we feel bad over this business. The land where the white

man's towns are, belonged to us at one time. These Indians do not understand what you are talking about and you don't understand what they mean.) You are just like a storm from the mountains and when the flood is coming down the stream, and you can't help or stop it."
—Ute Chief Happy Jack 1880s

Activity 4: Ute Government

This lesson will allow students to examine the historical impacts of the Ute culture, as well as the significance of specific leaders.

- 1) Ask students to recall Indian leaders and leadership qualities from the earlier lessons and the web page. See if the students can recall which tribes the different leaders came from. Focus them on the Ute leaders from their previous knowledge.
- 2) Present the students with the Timeline of Ute History. Talk through the events of the timeline, using the Annotated Timeline of Ute History to help add depth to the discussion. Leave out the obvious holes to create a state of disequilibrium among the students.
- 3) Ask the students what is missing (if they haven't already asked you). They will realize that there are holes in the story you have told. Those holes represent the times when the Ute leaders from this lesson made an important impact on Utah history.
- 4) Have students fill in the holes in the timeline the Ute Leaders Packet provided.
- 5) Once students have a complete timeline filled in, have them transfer the information to an 11x17 sheet of paper and illustrate their timeline. You may want to have them insert new events or dates from the textbook or other resources for a greater challenge.

Extensions:

- Students may wish to incorporate the events or leaders from other tribes into their timelines.
- Students can make new trading cards of these Ute leaders from their packets.

Assessment Plan:

- Discussion participation
- Completed timelines

Colorado Academic Standards Addressed:

- CCSS.ELA-LITERACY.L.5.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-LITERACY.L.5.5.A
Interpret figurative language, including similes and metaphors, in context.

- CCSS.ELA-LITERACY.L.5.5.B
Recognize and explain the meaning of common idioms, adages, and proverbs.
- CCSS.ELA-LITERACY.L.5.5.C
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- CCSS.ELA-LITERACY.RL.5.4
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- History 1.1.
Organize a sequence of events to understand the concepts of chronology and cause and effect in the history of Colorado
- History 1.2
The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States.
- DOK 1-3
Analyze various eras in Colorado history and the relationship between these eras and eras in United States history, and the changes in Colorado over time
- DOK 1-2
Describe interactions among people and cultures that have lived in Colorado. Describe the development of the political structure in Colorado history. Topics to include but not limited to an understanding of the Colorado Constitution and the relationship between state and national government.

Common Core English Language Arts

Listening & Speaking

- 5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- 5.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.
- 5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- 5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.