

*Discover*  
**COLORADO**

**Its People, Places, & Times**

**Teacher's Guide**

**Matthew Downey  
and Ty Bliss**



PRUETTPUBLISHING COMPANY  
BOULDER, COLORADO  
[WWW.PRUETTPUBLISHING.COM](http://WWW.PRUETTPUBLISHING.COM)

## The Authors

Matthew Downey is a Professor of History at the University of Northern Colorado. He also directs UNC's Hewitt Institute for History and Social Science Education, where he helped create the Doing History/Keeping the Past Project. Professor Downey has written several textbooks, as well as numerous articles and books about history education.

Ty Bliss has taught for over twenty years in Colorado public schools, many as a fourth grade teacher for the St. Vrain Valley School District. She was a teacher consultant for the Doing History/Keeping the Past Project, and helped present workshops throughout the state to promote Colorado history education through the use of the Project materials. Ms. Bliss also has been a teacher consultant for the Colorado Geographic Alliance and a teacher facilitator for Project Wild, Project Wet, and Project Learning Tree.

©2012 by Matthew Downey and Ty Bliss

All rights reserved. No part of this book may be reproduced without written permission from the publisher, except in the case of brief excerpts in critical reviews and articles. Address all inquiries to: Pruett Publishing Company, PO Box 2140, Boulder, CO 80306; [www.pruettpublishing.com](http://www.pruettpublishing.com).

Library of Congress Cataloging-in-Publication Data available on request

ISBN 087108-293-4

**Pruett Publishing • 303-449-4919 • <http://pruettpublishing.com/>**

# INTRODUCTION

Welcome to *Discover Colorado*. This *Teacher's Guide* is intended to be used alongside the student textbook. It contains valuable background information for the teacher, activities to use before, during, and after students have read each chapter, and a variety of performance and product assessments as well as written tests from which to choose. The Colorado Model Content Standards addressed for history and geography in *Discover Colorado* are referenced at the beginning of each of the chapters in this *Teacher's Guide*. The Reading and Writing Standards are listed separately in this introduction.

As students read expository texts, it is important that they be given consistent opportunities to practice strategies that support comprehension and synthesis of sometimes challenging subject matter. Within the *Discover Colorado* textbook itself, a variety of chapter activities give students this practice through partner and group discussions, and through the use of “notebooks”—where writing, graphic organizing, note taking, and sketching become not only records of each student’s learning, but ways for students to process and analyze the content.

Composition (marble) notebooks are perfect for this purpose; they are sturdy, small, and permanent looking. Our experience has been that students take pride in the work they do in these notebooks. Alternatives are spiral-bound notebooks or teacher-made notebooks.

The textbook chapter activities are structured to give students variety and choice, and to encourage them to take responsibility for their own learning. As their teacher, you may decide to adjust the level of independence suggested in each chapter.

Among the most important abilities we want students to develop as they read nonfiction texts are:

- the ability to use nonfiction features to locate and comprehend information;
- the ability to predict, clarify, question, and summarize;
- the ability to defend answers and positions with support from the text;
- the ability to organize thinking and learning graphically; and
- the ability to gain confidence and skill in thinking through challenging concepts.

We hope that *Discover Colorado* will excite Colorado students about their state’s rich history and culture, while encouraging the development of the skills necessary for successful, rewarding, lifelong nonfiction reading.



# Colorado Reading and Writing Standards

The Colorado Model Content Standards for Reading and Writing that are addressed throughout the activities in the *Discover Colorado* textbook as well as the suggested activities in this Teacher's Guide are:

## STANDARD 1:

Students read and understand a variety of materials. In order to meet this standard, students will

- use comprehension skills such as previewing, predicting, inferring, comparing and contrasting, re-reading and self-monitoring, summarizing, identifying the author's purpose, determining the main idea;
- make connections between their reading and what they already know, and identify what they need to know about a topic before reading about it;
- adjust reading strategies for different purposes such as reading carefully, idea by idea; skimming and scanning; fitting materials into an organizational pattern; finding information to support particular ideas; and
- use information from their reading to increase vocabulary and enhance language usage.

## STANDARD 2:

Students write and speak for a variety of purposes and audiences. In order to meet this standard, students will

- write and speak for a variety of purposes, such as presenting analytical responses to literature, explaining concepts and procedures, and persuading;
- write and speak for audiences such as peers, teachers, and the community; and
- organize written and oral presentations using strategies such as lists, outlining, cause/effect relationships, comparison/contrast, problem/solution, and narration.

## STANDARD 4:

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. In order to meet this standard, students will









- make predictions, analyze, draw conclusions, and discriminate between fact and opinion in writing, reading, speaking, listening, and viewing;
- use reading, writing, speaking, listening, and viewing to define and solve problems;
- recognize, express, and defend points of view orally and in writing;
- identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director; and
- evaluate the reliability, accuracy, and relevancy of information.

STANDARD 5:

Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. In order to meet this standard, students will

- select relevant material for reading, writing, and speaking purposes;
- understand the structure, organization, and use of various media, reference, and technological sources as they select information for their reading and writing;
- paraphrase, summarize, organize, and synthesize information;
- give credit for others' ideas, images, or information; and
- use information to produce a quality product.

# CONTENTS

	<b>UNIT ONE ~ A Place Called Colorado</b>	
	<i>Chapter 1:</i> Regions of Colorado .....	7
	<i>Chapter 2:</i> Colorado Life Zones .....	15
	<b>UNIT TWO ~ Colorado’s People in Prehistoric Times</b>	
	<i>Chapter 3:</i> Early Hunters of Colorado.....	23
	<i>Chapter 4:</i> Basketmakers and Pueblo Dwellers .....	29
	<b>UNIT THREE ~ The Indian People of Colorado</b>	
	<i>Chapter 5:</i> The Ute Indians .....	37
	<i>Chapter 6:</i> The Plains Indians .....	45
	<b>UNIT FOUR ~ More People Scout Out the Land</b>	
	<i>Chapter 7:</i> The Pathfinders.....	54
	<i>Chapter 8:</i> Hispanic Settlers .....	61
	<b>UNIT FIVE ~ New Settlers Come to Colorado</b>	
	<i>Chapter 9:</i> Gold and Silver Miners .....	69
	<i>Chapter 10:</i> Farmers and Ranchers.....	77
	<b>UNIT SIX ~ Colorado in Modern Times</b>	
	<i>Chapter 11:</i> Changing Times, 1890–1941 .....	85
	<i>Chapter 12:</i> Recent Times, 1941–2000.....	93
	<b>BIBLIOGRAPHY.....</b>	103
	<b>STUDENT SHEETS &amp; TRANSPARENCIES.....</b>	105

# Chapter 1

## REGIONS OF COLORADO



### Historical Overview

Knowing about the geography of Colorado helps one understand the people who have lived here. How they lived depended very much on where they lived. The key to understanding Colorado's geography, in turn, is its diversity. Its landforms range from the low, rolling plains of eastern Colorado to the Rocky Mountains' rugged mountain peaks to the canyons and flat-topped mesas of the Western Slope. Elevation varies from about 3,500 feet to more than 14,000 feet above sea level. Climate, annual precipitation, and types of soil vary as well. Geographical diversity helps explain how Colorado has supported such diverse ways of life.

This chapter introduces students to the state's four principal regions. The high plains region of eastern Colorado has the lowest elevation and a semi-arid climate. The piedmont lies between the high plains and the Rocky Mountains. It includes the foothills of the mountains and the lower river valleys. While its climate is much like that of the high plains, water from the rivers has made living there much easier for plants, animals, and people. The Rocky Mountain region, for which Colorado is perhaps best known, is the highest in elevation and precipitation. The Western Slope is different still. It is an elevated, semi-arid plateau. Over the millennia, wind and water have carved out deep canyons interspersed with flat-topped mesas. Students will discover in the chapters ahead that each region has supported very different ways of life.



### Learning Objectives

This chapter will enable students to know and do the following:

- identify Colorado's four geographic regions;
- use map skills to locate these regions on a map of Colorado;
- compare the dominant landforms and physical features of these regions;
- describe the climate of each region; and
- identify the elevation above sea level of each region.



# Content Standards

The following Colorado Academic Standards for Social Studies are addressed in this chapter.

## 2. GEOGRAPHY

### Concepts and Skills Students Master

Standard 2.1: Use several types of geographic tools to answer questions about the geography of Colorado.

Standard 2.2: Connections within and across human and physical systems are developed.

### Evidence Outcomes

Students can:

- Answer questions about Colorado regions using maps and other geographic tools. (2.1.a)
- Describe how the physical environment provides opportunities for and places constraints on human activities. (2.2.a)

### Inquiry Question

- How are the regions of Colorado defined by location, landforms, and climate? (2.1.3)
- Which region's physical characteristics were best suited for building towns and cities? (2.2.1)

### Relevance and Application

- Individuals and businesses learn how to use geographic tools to answer questions about their state and region to make informed choices. For example, a family reads a weather map and researches road conditions to inform their decision to go to the mountains in the winter. (2.1)
- Individuals and businesses consider geographic factors in making settlement decisions. For example, Colorado Springs has a dry climate that is favorable for computer companies, and ski resorts developed in the Rocky Mountains. (2.2)



## Materials Needed for Textbook Activities

- Notebooks
- Pencils
- Colorado map

## Key Words

- Mesas
- Region
- Piedmont
- Plateau
- High plains
- Sea level
- State boundary
- Climate
- Urban corridor
- Altitude
- Continental Divide

### ■ Key Words Activity: **Which Words Fit?**

#### Materials

- Chart Paper
- Markers

#### Directions

1. At the top of a piece of chart paper, list the key words. Then write the following definitions in an order that doesn't match the list of words.
  - a. flat-topped hills or plateaus with steep sides (*mesas*)
  - b. the level of the surface of the ocean (*sea level*)
  - c. a long stretch of land that includes many towns and cities (*urban corridor*)
  - d. an area in which many places have much in common (*region*)
  - e. how high an object is above the level of the earth or the sea (*altitude*)
  - f. a stretch of flat land higher than the land around it (*plateau*)
  - g. the average weather conditions of a region or place (*climate*)
  - h. a line on the map of a continent that separates river systems that flow into different oceans (*Continental Divide*)
  - i. the region between the plains and the Rocky Mountains, including also the South Platte River and the Arkansas River valleys (*piedmont*)
  - j. the lines marking the borders of a state (*state boundary*)
  - k. the region of level land in eastern Colorado that has few trees; the highest part of the Great Plains (*high plains*)
2. Have the students try to match words with definitions, writing the word in front of its definition with a different color marker.
3. Save this chart for use after reading this chapter.



## Before You Read

Students will be using their notebooks throughout the reading of *Discover Colorado*. The Before You Read activity in this chapter asks students to copy the four statements into their notebooks and say whether they agree or disagree with each statement. This activity activates background knowledge and gives you a quick glimpse at the amount of geographical information (or misinformation) your students have. Allowing students to confirm or change their responses to these statements after reading the chapter encourages them to read thoughtfully and not to rely on other students to do all the thinking for the class.



## While You Read

These four activities ask students to interact with the text in such a way that they are able to compare the characteristics of the high plains with a partner, eliminate all but the three most important defining words or phrases for the piedmont, use map skills to locate mountain peaks, and practice “reading” photos in order to sketch and compare an example of a mesa with a mountain peak.

During this introduction to the use of a notebook set aside exclusively for recording information about the history of Colorado, it would be important for you to spend time modeling organization, and perhaps numbering pages to prevent random use of paper.



## After You Read

In addition to being asked to confirm or change the “agree” and “disagree” responses for the four statements students copied into their notebooks before reading this chapter, they are asked to apply what they’ve learned about Colorado’s regions by writing a descriptive paragraph explaining which region they would choose to live in, and why. Depending on the paragraph writing abilities of your students, you may choose to use the Expository Paragraph Rubric and Checklist (Transparency 8; Student Sheet 1) with your students.



# Key Words Revisited

## Materials

- Key Words Activity chart
- Markers

## Directions

1. Have the students review the initial choices they made about key word meanings, and have them fix any they think are inaccurate.
2. Ask students what a glossary is, and have them find the textbook's glossary.
3. Tell students to check the key word definitions by finding each of the words in the glossary.



# Extension Activities

## ■ Colorado Rivers

### Materials

- Student Sheets 2 and 3 (Colorado Rivers and River Riddles)
- Colorado state map

### Directions

1. Give the students Student Sheet 2, Colorado Rivers. Have them use the Colorado state maps to identify the rivers, then have them write the names of the rivers on the student sheet maps.
2. Have students use Student Sheet 3, River Riddles, to check their work naming the rivers. Then, have students complete the riddles. (Answers: Rio Grande, Arkansas, South Platte, and Colorado)

## ■ Comparing Distances

### Materials

- Colorado road map
- Rulers
- Student Sheet 4 (Comparing Distances)

### Directions

1. Have the students locate their hometown on a Colorado road map. Discuss the use of the mileage scale. Choose two or three cities and have the students use their rulers to

approximate the distance to these cities from their hometown. It will be easiest if the students round to tens (10, 20, 30 miles).

2. Give the students copies of Student Sheet 4. Read the directions together and discuss any questions that the students may have. Then, have students use rulers and the maps to answer the questions.
3. If necessary, discuss how to give directions so that the students can complete the bottom portion of Student Sheet 4.
4. When they are finished, work together to check the answers.

## ■ The Urban Corridor

### Materials

- Colorado road map
- Student Sheet 5 (Finding the Urban Corridor)
- Red pencils

### Directions

1. Ask the students to find the cities mentioned in the “Piedmont” section of the textbook, and then on the Colorado road map.
2. Distribute Student Sheet 5, and have students place a red dot on this map to locate each city mentioned, and then have them write the names of the cities on the map.
3. Have students identify four other cities that contribute to the urban corridor. Answers can vary but may include Loveland, Longmont, Boulder, Greeley, and any of the suburbs of Denver.
4. Discuss the impact the urban corridor has on people (pollution, traffic, commuting, and so forth).



## Chapter 1 Assessment

### ◆ Salt Dough Relief Map

#### Materials

- Salt Dough (see recipe)
- Physical map of Colorado (Transparency 1)
- Physical map of Colorado (Student Sheet 7)—one per student
- Colorado road maps
- Cardboard squares approximately 10" x 12"—one per student
- Watercolor paints: yellow, orange, blue, green
- Brushes

- ❑ Thin-line black markers
- ❑ Thin-line red markers
- ❑ Newspapers or plastic to cover work areas
- ❑ Copies of Project Checklist (Student Sheet 6a)
- ❑ Salt Dough Recipe (Student Sheet 6b)

### Directions

1. Making the dough: Send the salt dough recipe home with each student for parent help and with a deadline for returning the dough to school for completion of the project. Or make this a group experience in the classroom. (Parent help with this is also appreciated!)
2. Tell students that they will be shaping the dough into a relief map of Colorado on top of their cardboard squares. Discuss the term “relief map.”
3. Talk about the requirements for the project as you write them on chart paper (which should remain visible throughout this assessment).
  - a. cardinal directions written with the thin-line black markers either at the edges of the map, or on a compass rose in one of the corners
  - b. four regions indicated by the molding of the dough
    - high plains—flat
    - piedmont—slightly elevated at the eastern edge of the mountains and forming the South Platte and Arkansas River valleys
    - mountains—peaks and valleys; four mountain parks—flat
    - plateau—higher than the plains, with mesas rather than mountain peaks
  - c. four regions painted with light washes of water colors:
    - high plains—light yellow
    - piedmont—light green
    - mountains and valleys—light blue (high mountain peaks left white, if desired); four mountain parks—flattened, medium blue
    - plateau—light orange
  - d. major rivers drawn in with thin-line black markers and labeled
    - South Platte
    - Arkansas
    - Rio Grande
    - Colorado
  - e. at least four major cities anywhere in Colorado, indicated by a red dot, and labeled
4. Distribute the physical maps of Colorado (Student Sheet 7) and tell students they will use these to practice adding all the details required, labeling, and marking where the regions begin and end. Have the Colorado road maps available.

5. As students complete their practice sheet, they should get their cardboard and salt dough, cover their desk with newspaper, and begin working on forming the four regions of Colorado, referring to their practice map plan. When they have finished this, the relief maps will need to dry at least overnight before the painting and detailing begin.
6. When the salt dough maps are dry, students should begin painting and adding the required details, using their practice map plan. (This part may take several days, depending on your schedule.)
7. Display the relief maps.
8. An additional activity to use with this assessment would be for the students to practice writing directions by describing the process they went through to complete the relief map in a paragraph (or paragraphs).



## Chapter 1 Test

Multiple Choice; Written Response

### Materials

- Student Sheet 8
- Discover Colorado* textbook
- Pencils

### Directions

1. Hand out Student Sheet 8.
2. Tell students to choose the best answer to each question.
3. Students may use the textbook to check for details.

### Test Answers

1. Mountains and Parks; Piedmont; High Plains; Western Plateaus
2. C; A; D; B; F; E
3. Answers will vary.

## Chapter 2

# COLORADO LIFE ZONES



## Historical Overview

Having a variety of regions, Colorado also has varied life zones. These are areas that have similar plants and animals, especially plants. Animals may wander from one zone to another, but plants usually stay put. Plant and animal life tends to vary according to elevation and the level of precipitation. Trees require more moisture than shrubs and grasses. Some plants are better adapted to the cold climate of higher elevations than others. Plains grasses are more likely than pine trees to survive droughts.

In this chapter, students will see that Colorado has five distinct life zones. The plains of eastern Colorado is a grassland zone. It does not get enough precipitation for trees to grow, except along its creeks and rivers. The higher shrub and woodland zone supports taller plants and low trees. This zone extends along the Front Range and through the plateau country of western Colorado. The montane zone includes the lower mountains and mountain parks. Its heavier precipitation supports ponderosa pine and Douglas fir trees. Still higher is the subalpine forest zone, which receives enough moisture for Engelmann spruce and fir trees. The highest is the alpine tundra zone, which is above the tree line. It is so high, cold, and windy that only small, ground-hugging plants grow there.



## Learning Objectives

This chapter will enable students to know and do the following:

- identify Colorado's five life zones;
- understand how life zones are determined;
- use map skills to locate these zones on a map of Colorado;
- compare the plants and animals common to these zones;
- summarize the characteristic life forms of each zone; and
- place the state mammal, flower, grass, fish, tree, and bird in their native life zone.



# Content Standards

The following Colorado Academic Standards for Social Studies are addressed in this chapter.

## 2. GEOGRAPHY

### Concepts and Skills Students Master

Standard 2.1: Use several types of geographic tools to answer questions about the life zones of Colorado.

Standard 2.2: Connections within and across human and physical systems are developed.

### Evidence Outcomes:

Students can:

- Answer questions about Colorado life zones using maps and other geographic tools. (2.1.a)
- Describe how the physical environment provides opportunities for and places constraints on plant and animal life (2.2.a)

### Inquiry Question

- How are the life zones of Colorado defined by location, plant, and animal life? (2.1.3)
- How does the physical environment affect plants and animals? (2.2.3)

### Relevance and Application

• Individuals and businesses learn how to use geographic tools to answer questions about their state and region to make informed choices. For example, building houses and office buildings in the forested foothills is safer when the dead and downed timber is cleared from around buildings, a hazard not encountered on the plains. (2.1)

• Individuals and businesses adapt to and modify the environment. For example, native grasses on the plains largely have been replaced with exotic plants and grasses. (2.2)



## Materials Needed for Textbook Activities

- Notebooks
- Pencils
- Transparency 2 for teacher modeling

## Key Words

- Elevations
- Precipitation
- Droughts
- Irrigate
- Browsers
- Coniferous
- Dormant
- Adapted
- Tundra

### ■ Key Words Activity: **Word Splash**

#### Materials

- Chart Paper
- Markers

#### Directions

1. Arrange the key words randomly (Word Splash) on chart paper, leaving room for brainstorming between the words.
2. Have students contribute words or phrases they think define the meanings of the key words. Group these around the associated key words.
3. Tell the students that they will return to this word splash after reading the chapter to check for accuracy.

## Before You Read

Students will be making a five-column chart in their notebooks for recording information about the life zones of Colorado. To help them visualize this, use the lined notebook page (Transparency 2) to model while making this chart. Have students label the columns Grasslands, Shrub and Woodland, Montane Forest, Subalpine Forest, and Alpine Tundra. Then have them label three sections along the side Altitude Range, Common Plants, and Wildlife.

As you guide the students through this process in their own notebooks, tell them they will be filling in these columns as they read through this chapter. Remind students that while they are taking notes and filling in graphic organizers like this, words and short phrases are used instead of complete sentences. This chart may need to be carried over onto the next notebook page, so tell students to save it for that.



## While You Read

As students read the “Grasslands Life Zone” section, model how to write a few descriptive words and phrases in the Grasslands column of the five-column chart on the transparency. Monitor the progress students make on their charts as they read through this chapter.



## After You Read

Partners will be comparing their completed charts. They should be encouraged to think about additions and changes they wish to make, but remind them that changes should be supported by the text, not just their partners’ opinions.

In addition, students are asked to work with a partner to write a paragraph using this chapter’s key words to summarize what they have learned about Colorado’s life zones. The expository paragraph rubric and checklist (Transparency 8; Student Sheet 1) introduced in Chapter 1 could be used for this paragraph.



## Key Words Revisited

### Materials

- Key Words Activity chart
- Markers

### Directions

1. Have the students review the words and phrases they chose for key word meanings, and have them fix any they think are inaccurate.
2. Tell students to check the key word definitions by finding each of the words in the textbook’s glossary.
3. Have the students use each of the key words in a sentence of their own that demonstrates they have learned the words’ meanings. Students could write these sentences in their notebooks or take turns reading their sentences with a small group.



## Extension Activities

### ■ Colorado Symbols

#### Materials

- Student Sheets 9, 10, 11 (Colorado symbols)
- Notebooks
- Pencils and colored pencils

#### Directions

1. Give the students Student Sheets 9, 10, 11 (Rocky Mountain Bighorn Sheep, Greenback Cutthroat Trout, Columbine, Blue Spruce, Lark Bunting, and Blue Grama).
2. Tell students to color these state plants and animals to match the color labels under each symbol.
3. Have students list these plants and animals in their notebooks, and write the life zones in which they can be found. Remind them that this information is contained in Chapter 2.

### ■ Colorado Native Animals Research

(Allow about two weeks for this extension activity.)

#### Materials

- Chart paper
- Markers
- A variety of resources on Colorado wildlife (library books, nature guides, internet sites, encyclopedias)
- Copies of Student Sheet 12 (Two-column Notes)
- Copies of Student Sheet 13 (My Colorado Animal Investigation Plan)
- Transparency 3 (sample poster format for Animal Research Project)
- Light-colored construction paper (one for each student)
- Colored pencils
- Pencils
- Rulers
- Scissors

#### Directions

1. Brainstorm and write on chart paper a list of native Colorado wildlife (mammals, birds, reptiles, and so forth).
2. Divide students into small groups, or partners, and let each group choose an animal to research.
3. Help student groups locate resources on the selected animals.

4. Provide students with copies of the two-column notes graphic organizer.
5. In the Key Words or Ideas column, have the students write the following phrases, leaving enough space under each topic for notes in the Details column:
  - a. Description of my Animal
  - b. Habitat
  - c. Interesting and Unusual Facts
6. Provide time for research (several days).
7. Have students use their research notes to write a summary paragraph for each of the three topics: Description, Habitat, Interesting and Unusual Facts.
8. Using the sample poster format (Transparency 3), make a skeleton model on chart paper of the final research project, indicating placement of information on the poster, and hang it up for students to refer to.
9. Allow students time to complete their Colorado Animal Investigation Plan (Student Sheet 13):
  - Selecting a symbol representing their animals (for example, a paw print or a wing) to use for the repeated pattern around the border.
  - Practicing sketching a close-up, labeled diagram of a body part (ear, eye, feather, etc.).
  - Deciding whether to find a photo of the animal (Internet, magazine, etc.) or to sketch and color the animal.
10. To begin the final project, students should use rulers and pencils to draw 1" x 1" boxes, creating borders around their sheets of construction paper. Have the students draw and color with colored pencils the selected repeated patterns.
11. Students should recopy their summary paragraphs to the project construction paper, glue colored sketches or photos of their animals on the construction paper, and sketch, label, and color the close-up diagrams of their animal body parts.
12. Display the completed projects and/or have the students share their work with the class.



## Chapter 2 Assessment

### ◆ Colorado Life Zones 3-D Model

#### Materials

- Construction paper (per student)
  - 1 sheet 12" x 18" light blue for the sky
  - 1 sheet 10½" x 17½" light gray for the alpine tundra

- ❑ 1 sheet 9" x 16½" light purple (lavender) for the subalpine forest
- ❑ 1 sheet 7½" x 15 ½" light green for the montane forest
- ❑ 1 sheet 5½" x 14" light brown for the shrub and woodland
- ❑ 1 sheet 3" x 13" pale yellow for the grasslands
- ❑ 4 strips 1½" x 12" black for the frame
- ❑ Rulers
- ❑ Pencils
- ❑ Colored pencils
- ❑ Transparencies 4a and 4b (Directions for Colorado Life Zones 3-D Model)
- ❑ Five-column life zone charts from notebooks (textbook activity)
- ❑ *Discover Colorado* textbook, Chapter 2
- ❑ Copies of Life Zones Project Rubric 3-D Model Checklist (Student Sheet 14)

### Directions

1. Have paper cut in the specific sizes before beginning.
2. Create a skeleton 3-D model as an example for students, minus life zone labels, altitude ranges, and plants and animals. (Refer to Transparency 4b.)
3. Discuss the project requirements listed on the student rubric/checklist (Student Sheet 14):

#### Project requirements for proficiency:

- Using the five column Life Zones chart from your notebook for a resource, and the project requirements checklist to guide you, create a Colorado Life Zones 3-D model, drawing, coloring, and labeling at least three plants and three animals found in each zone.
  - Label the Life Zones and their corresponding altitude ranges.
  - Complete by assembling the model, life zone by life zone, and stapling the four black strips to secure the layers, and to frame the model.
  - Be sure your work is neat, spelling is correct, and information is without error.
4. Discuss and post the following additional information:

Each sheet of paper represents a specific life zone:

light gray—alpine tundra

lavender—subalpine forest

light green—montane forest

light brown—shrubs and woodland

pale yellow—grasslands

light blue—sky

black—frame

5. Have the students outline the mountains, foothills, and grasslands shapes as near to the top of each sheet of paper as possible.
6. Tell students to measure and draw a vertical line 1½" in from the sides of each sheet of paper. This space will be covered by the black frame and therefore won't be seen. Writing and drawing in this area should be avoided.
7. Have the students draw and use colored pencils to shade in and label examples of animals and plants they'd find in each life zone. These should be drawn in the upper half of the sheets of paper. Clouds and Colorado birds could be added to the top of the sky sheet. Tell students to include as many of the following as possible for extra points:
 

State mammal	State fish	State tree
State bird	State flower	State grass
8. Tell students to label each life zone and to indicate the altitude range in which each zone falls.
9. Have the students stack all the cut pieces with the left sides together and staple the left side only.
10. Then tell the students to pull the right sides together evenly and staple. This causes the 3-D curve effect.
11. Students should either glue or staple on the black framing strips to the two sides, and at the corners only of the top and bottom of the model.
12. Students should fill in the student rubric/checklist before submitting their final projects to you for evaluation.



## Chapter 2 Test

Multiple Choice; Chart Completion

### Materials

- Student Sheet 15
- Discover Colorado* textbook
- Pencils

### Directions

1. Hand out Student Sheet 15.
2. Tell students to choose the best answer to each question by placing an X beside the statements that are true, and then complete the chart.
3. Students may use the textbook to check for details.

### Test Answers

1. a; c; e; f; i; j
2. Answers will vary.

# EARLY HUNTERS OF COLORADO



## Historical Overview

The first inhabitants of Colorado are called the Paleo-Indians or early Indian people. The first wave arrived in Colorado some 12,000 to 15,000 years ago, having crossed the Bering Strait to Alaska a few thousand years earlier. These early people quite literally lived off the land. They hunted animals and gathered roots, seeds, edible plants, and berries. They lived primarily on the plains of eastern Colorado, venturing into the mountains on summer hunts. Some may have lived in sheltered mountain valleys and parks year-round.

We know little about the first humans who arrived, as few Paleo-Indian artifacts have survived the passage of time. We have to depend mainly on the spear points, stone tools, and animal bones they left behind. Archaeologists call them the Clovis culture, named after spear points first discovered near Clovis, New Mexico. People of the Folsom and Plano cultures arrived somewhat later—10,000 to 7,000 years ago.

The hunters and gatherers of the Archaic Period are more recent arrivals (7,000 to 2,000 years ago). We know somewhat more about them. Some evidence has survived of the shelters in which they lived. We know still more about the people of the Plains Woodland Culture and the Upper Republican and Apishapa Culture (2,000 to 700 years ago). They depended more on gathering than on hunting, and they made clay pots as storage and cooking vessels.



## Learning Objectives

This chapter will enable students to know and do the following:

- identify Colorado's prehistoric hunter-gatherer cultures;
- describe the kind of archaeological evidence that remains for these cultures;
- identify similarities and differences between prehistoric cultures; and
- understand how these cultures changed over time.



# Content Standards

The following Colorado Academic Standards for Social Studies are addressed in this chapter.

## 1. HISTORY

### Concepts and Skills Students Master

Standard 1.1: Organize and sequence events to understand the concepts of chronology and cause and effect in the [prehistory] of Colorado.

### Evidence Outcomes

Students can:

- Explain the cause-and effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado. (1.1.c)
- Analyze various eras in Colorado [hunter and gatherer prehistory] and the changes in Colorado over time. (1.2.a)

### Inquiry Question

- Why is it important to know the sequence of events and people in Colorado history? (1.1.2)
- Why did the people of various [prehistoric] cultures migrate to and settle in Colorado? (1.2.2)

### Relevance and Application

- Individuals recognize important events and can put them in chronological order to understand cause and effect, such as how the sequence of hunter–gatherer cultures in Colorado was related to the extinction of prehistoric game animals. (1.1)
- Technological developments continue to evolve and affect the present. For example, environmental issues have had an impact on Colorado from the Gold Rush to modern pollution. (1.2)



## Materials Needed for Textbook Activities

- Notebooks
- Pencils
- Transparency 5 (four-column chart) for teacher modeling



## Key Words

- Archaeologists
- Extinct
- Cultures
- Artifacts
- Hunting bands
- Atlatl
- Gatherers
- Grand circuit



## ■ Key Words Activity: **Word Tree**

### **Materials**

- Copies of Student Sheet 16 (Word Tree)
- Pencils
- Chart paper
- Markers
- Discover Colorado* textbooks
- Dictionaries

### **Directions**

1. Write the key words on chart paper, leaving room for student groups under each of the words.
2. Divide the class into eight groups, and assign a key word to each of these groups.
3. Hand out Student Sheet 16 to each student.
4. Tell the students that they will be responsible for working with other group members to complete the Word Tree for the key word they were assigned.
5. Review the directions for the Word Tree:
  - Top of Tree—Key Word
  - Branch #1—Definition
  - Branch # 2—A sentence from the text where the word is found
  - Branch # 3—Three examples of people who might use this word
  - Branch # 4—An original sentence using this word
6. Tell students that they will have the opportunity to add or change items after they've read this chapter.
7. Collect the completed Word Trees and save for the Key Words Revisited Activity.

## **Before You Read**

This chapter covers the prehistoric hunting cultures of Colorado. It is challenging information and vocabulary for fourth graders, and so the students are asked to create a four-column graphic organizer that they will use as they read this chapter. In addition, students will be skimming the chapter, noticing its organization. If it isn't obvious to them, point out that the organization of the text matches their four-column organizer. A transparency of this organizer (Transparency 5) is included in this guide so that you may discuss the chapter sections and fill in the columns together.

## **While You Read**

Students are given directions for filling in each of the four columns of their organizers as this chapter is read. Doing so will help them distill information about the people who lived in Colorado during the four prehistoric time periods. It is recommended that you complete this chart together using the overhead transparency and the student notebooks.



## After You Read

A class discussion of the similarities and differences among the four big-game hunter cultures will give students another opportunity to imagine what life was like in Colorado thousands of years ago. Encourage the students to use notes from their four-column charts during the discussion.

After synthesizing the information this chapter contains, students are asked to speculate about which big-game hunting culture archaeologists probably know the most about, and why. The activity takes students right back to the text once again, this time looking for clues that will help them support an opinion.

You might decide that a class or small group discussion of students' opinions should precede the students writing about this in their notebooks.



## Key Words Revisited

### Materials

- Key Words Student Sheets (Student Sheet 16)
- Pencils

### Directions

1. Ask student groups to make revisions, if necessary, to their Word Trees.
2. Have the eight groups share the Word Trees they've created.



## Extension Activities

### ■ Making a Time Line

#### Materials

- 42-inch strip of adding-machine tape for each student or student group
- yardsticks
- pencils

#### Directions

1. Decide whether you will make group or individual time lines.
2. Explain the difference between B.C. and A.D.
3. Explain that the time lines will represent just a portion of our state's history (10,000 B.C. to 2,000 A.D.). Help students understand that when they read about something that occurred 10,000 years ago, they need to use their math skills to figure out that this would place the event about the year 8,000 B.C.
4. Have students use yardsticks to draw a horizontal line down the middle of the 42-inch strip of paper.

5. Again, using yardsticks to measure, have students make a mark along the horizontal line every three inches, beginning three inches from the left edge, and ending three inches from the right edge. They will have thirteen marks.
6. Have the students put 10,000 B.C. at the first mark, 9,000 B.C. at the second mark, and so forth. 1 A.D. should fall at the eleventh mark, and 2,000 A.D. at the thirteenth mark.
7. Tell students they will be adding information to the time lines as they read about the various events and people in Colorado history.
8. Have the students review the people and dates they read about in this chapter on the early hunters of Colorado. Demonstrate for the students how information is added to time lines, and have the students do this on their own time lines.
9. Decide upon a safe place for students to keep their time lines so that they will be available to add information to throughout the year.

## ■ Where Did They Come From?

### Materials

- Copies of Student Sheet 17 (Early Routes to North America: World Map)
- Pencils

### Directions

1. Distribute copies of Student Sheet 17. Read the text above the map.
2. Have students draw an alternate route on the map.
3. Tell students to list reasons for choosing the second route.
4. Discuss the possibilities with the class.

## ■ Mapping the Grand Circuit

### Materials

- Student Sheet 18
- Colorado–Southern Wyoming road maps or U.S. atlases
- Colored pencils
- Discover Colorado* textbook

### Directions

1. Tell students to use a Colorado–Southern Wyoming road map (or U.S. atlas) to locate the areas referred to in the text as the “grand circuit”, or the “rotary engine.”
2. Have them use colored pencils on Student Sheet 18, to draw a route that the Plains-Woodland people may have taken as they searched for food during the seasons. Students should use the textbook for a reference.
3. Tell students to add to the map the names of the seasons, the place names, and the food sources that the textbook mentions.
4. Have students get into small groups and discuss their work.



## Chapter 3 Assessment

### ◆ Early Hunters of Colorado Display

#### Materials

- Student Sheets 19 and 20 (Early Hunters of Colorado Display directions and display rubric)
- Large pieces of poster board, cardboard, or plywood
- Modeling clay and tools
- Various materials to create bushes, trees, shelter, and so forth

#### Directions

1. Divide students into groups of four or five.
2. Give students the directions and the rubric that will be used to evaluate their group's work (Student Sheets 19 and 20). Discuss both of these.
3. When the displays are complete, arrange them on tables for viewing—if possible, in proximity to where they would be on a large map of Colorado.



## Chapter 3 Test

#### Multiple Choice

#### Materials

- Student Sheet 21
- Discover Colorado* textbook
- Pencils

#### Directions

1. Hand out Student Sheet 21.
2. Tell students to circle the correct letters in question 1 and to choose the correct clues to match the statements for question 2.
3. Students may use the textbook to check for details.

#### Test Answers

1. b; c; i; j
2. 1. B 2. A 3. C 4. F 5. D 6. E

# BASKETMAKERS AND PUEBLO DWELLERS



## Historical Overview

This chapter opens with the discovery of Cliff Palace by Richard Wetherill and Charlie Mason. It was a dramatic event in Colorado archaeology, as the European Americans of that time knew relatively little about the Ancestral Puebloan or Anasazi culture. However, students should *not* conclude that the Pueblo Dwellers were a “lost people” who came out of nowhere and returned to nowhere.

The Mesa Verde people’s way of life evolved from the Basketmaker culture that preceded them. The stone-and-mortar house construction at Cliff Palace is only a step or two beyond the Basketmakers’ joined mud-wall houses. The pottery made by the two people also was similar, although Mesa Verde pottery was of much better quality. Both cultures had similar agricultural economies, in which hunting and gathering played a secondary role. Comparing the two cultures will help students understand both change and continuity over time.

The students also should understand how various aspects of Mesa Verde culture were related to these people’s existence as sedentary farmers. Their fragile pottery, for example, was not suited to nomadic hunting. Their life revolved around the planting and harvesting seasons, the two most important times of the year.

While not a people lost in the past, the fate of the Pueblo Dwellers is something of a mystery. The mystery is not what happened to them. We know that they resettled in pueblos to the south and east. They are the ancestors of the Hopi, Acoma, Zuni, and Pueblo people in Arizona and New Mexico. That is why archaeologists call them the Ancestral Puebloans. Rather, the mystery is why they decided to leave the Four Corners area. They abandoned a place they had called home for several hundred years.



## Learning Objectives

This chapter will enable students to know and do the following:

- identify the early farming cultures of the Four Corners area;
- explain why archaeologists divide their history into four periods;
- compare and contrast the cultures of each period;
- describe how life in the Four Corners area changed over time; and
- explain what happened to the Pueblo Dwellers.



# Content Standards

The following Colorado Academic Standards for Social Studies are addressed in this chapter.

## 1. HISTORY

### Concepts and Skills Students Master

Standard 1.1: Organize and sequence events to understand the concepts of chronology and cause and effect in the [prehistory] of Colorado.

### Evidence Outcomes

Students can:

- Explain the cause and effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado. (1.1.c)
- Identify and describe how major political and cultural groups have affected the development of the region. (1.1.d)

### Inquiry Questions

- Why is it important to know the sequence of events and people in Colorado history? (1.1.2)

### Relevance and Application

• Individuals recognize important events and can put them in chronological order to understand cause and effect, such as the development of agriculture in the Four Corners area and different phases of Anasazi cultural development. (1.1)



## Materials Needed for Textbook Activities

- Discover Colorado* textbook
- Notebooks
- Pencils
- Sticky notes
- Concept Map (Transparency 6)



## Key Words

- |             |                  |
|-------------|------------------|
| • Anasazi   | • Kiva           |
| • Ancestors | • Cradleboards   |
| • Pueblo    | • Reservoir      |
| • Snares    | • Descendants    |
| • Sinew     | • Native Culture |
| • Pithouse  |                  |

## ■ Key Words Activity: **Exclusion Brainstorming**

### Materials

- Chart paper
- Markers

### Directions

1. Discuss the title of Chapter 4, “Basket Makers and Pueblo Dwellers.”
2. Ask students to predict what they will be reading about in this chapter.
3. Write the words from the list below on chart paper.
4. Show the words to the students. Explain that many of the words will be read in the text, but that some don’t belong.
5. Ask the students to identify the words they would exclude. They should explain why: for example, “I would exclude ‘car’ because early people didn’t have cars.” Draw a line through each excluded word.
6. Keep this chart paper for reference when repeating this activity after you read this chapter.

- |                  |                 |
|------------------|-----------------|
| • Equator        | • Chair         |
| • Anasazi        | • Kiva          |
| • Native culture | • Cradle boards |
| • Corn           | • Clock         |
| • Car            | • Baskets       |
| • Ancestors      | • Street        |
| • Canyon         | • Reservoir     |
| • Groceries      | • Descendants   |
| • Cliff          | • Backpack      |
| • Pueblo         | • Turkey        |
| • Snares         | • Pennsylvania  |
| • Ruins          | • Beans         |
| • Sinew          | • Caves         |
| • Pithouse       | • Ocean         |
| • Pottery        | • Mesa          |

## **Before You Read**

Students are asked to scan this chapter, paying attention to section headings, bold print, photos, captions, and drawings. This would be a good time to review with the students the organizational features of nonfiction texts. It’s important that students know that these features give additional information that might be important to their understanding of the topics.

After scanning the chapter, students will be creating a concept map in their notebooks with

the main topic—Basketmakers and Pueblo Dwellers—in the center circle. Use Transparency 6 of this graphic organizer to model this skill.

This activity requires the students to predict the content of this chapter using the words and the visual information they notice while scanning the text. Students will have an opportunity to adjust and add to their concept maps after reading this chapter.



## While You Read

Students will be working with partners for most of this chapter’s reading and literacy activities. Review what good partner work looks and sounds like. Partner discussions can be an important way for students to gain new insight or a different perspective, or simply hear the material they’ve read repeated again. While reading this chapter, students will be writing and sketching in their notebooks, as well as coding the text of one section with sticky notes.



## After You Read

Students will be returning to the concept maps they drew before reading this chapter. They are asked to change them where necessary and add information now that they’ve read the chapter. Then students will be imagining an interview with a Basketmaker or a Pueblo Dweller. Their task is to write three thoughtful questions in their notebooks they’d like answered. If time permits, the class could be divided into small groups of Basketmakers and Pueblo Dwellers. Students could take turns “interviewing” each other, asking their three written questions. Those being interviewed would then give thoughtful answers to the questions, supported with information from the chapter.



## Key Words Revisited

### Materials

- Chart paper saved from the Exclusion Brainstorming activity
- New chart paper
- Markers

### Directions

1. Repeat the process in the initial Key Words activity on a new sheet of chart paper.
2. Have the students compare the results. Would they include some of the words they excluded before they read this chapter?





## Extension Activities

### ■ Time Line

#### Materials

- Individual or group time lines (initiated in Chapter 3, Extension Activities)
- Pencils
- Colored pencils

#### Directions

This chapter includes information from A.D. 1 through the present.

1. Have students help you list the important events discussed in this chapter.
2. Assign these events to individuals or groups and tell students to add them to the time lines being developed.

### ■ Land of the Pueblo Dwellers

#### Materials

- Student Sheet 22
- Pencils
- Discover Colorado* textbook
- Colorado map

#### Directions

1. Have the students follow the directions on Student Sheet 22 to locate and label the four states listed.
2. Then tell the students to identify and label the Mesa Verde area as well as other Ancestral Pueblo sites if they have encountered these in extended reading.
3. Have the students use the *Discover Colorado* textbook, Chapter 4, to locate the areas now inhabited by the descendants of the Pueblo people (specifically the pueblos of the Rio Grande Valley, and the Acoma and Zuni pueblos in New Mexico, as well as the Hopi pueblo in Arizona). Have the students transfer this information to the second map.

### ■ A Pueblo Display

◆ (may be used for alternative Chapter Assessment)

#### Materials

- 1 shoe box per student
- Tubs for mixing paint (32-ounce yogurt containers work well)
- Approximately one-half gallon of liquid glue (such as Elmer's)
- Large bag of play sand

- Tan or light brown poster paint (smaller amounts of red, yellow, and white paints for tinting)
- Water
- Wide sponge brushes
- Hot glue and glue gun
- Duct tape (or any other strong fabric-type tape that will accept paint)
- Newspapers or tarps for covering work surfaces
- Scissors
- Sticks and twigs
- Brown, black, dark green, and red modeling clay
- Small rocks and pebbles
- Dried corn kernels
- Dried pinto beans
- Small feathers (natural color)
- Small scraps of tan or brown fabric (or scraps of soft leather)
- Fine-line, black, felt-tipped pens
- Various materials to create bushes, trees, and so forth
- Various materials to create people (optional)
- Student Sheet 23 (Rubric for 3-D Displays)

### Directions

1. This can be done as an extra project, or as an activity for evaluation. If you will be using it as an assessment of understanding, distribute the Rubric checklist you will be using (Student Sheet 23).
2. Divide the class into groups of five or six students, or let each individual student contribute to a whole-class model.
3. Decide whether students will create a mesa-top pueblo, a cliff dwelling, or a present day pueblo village; or let groups choose for themselves.
4. Provide the materials the students will need, and explain general directions you wish them to follow.
5. Have the students construct the village, using their shoe boxes and the duct tape.
6. Windows and doorways should be cut as needed, before and after taping.
7. Mix a glue-paint-sand-water mixture as follows:
  - a. Put approximately two cups of sand into each of the 32-ounce tubs.
  - b. Cover with approximately one cup of liquid glue.

- c. Stir, adding sand or glue as needed until about the consistency of a very thick cake batter.
  - d. Add tan or light brown poster or acrylic paint and mix in. If the color needs red or yellow tints, add these. If the color is too dark, add white paint.
  - e. Add water at any point for ease of stirring, and at the end of mixing to make the mixture the consistency of thick paint.
8. Give the groups tubs of the paint mixture and the sponge brushes. Tell them to apply the paint liberally in order to cover the boxes well.
  9. Allow the pueblos to dry overnight.
  10. Have the students create a typical pueblo scene, using sticks, twigs, and hot glue to construct ladders, hanging racks, and bundles of firewood (adult supervision is needed for the hot glue); fabric or leather for animal skins (optional symbols and designs could be added with black, thin-line felt markers); brown and black modeling clay for cooking pots and storage jars; dried corn and beans to fill the clay pots; assorted pebbles and natural materials to simulate landscape; and brighter colored modeling clay for squash, wild berries, and so forth. Tell students their models should be as authentic as possible, and that they should refer to their resources for ideas.



## Chapter 4 Assessment

### ◆ The Mystery of Mesa Verde

#### Materials

- Copies of Student Sheet 24 (Mystery of Mesa Verde)
- Pencils
- Discover Colorado* textbook

#### Directions

1. Distribute copies of Student Sheet 24. Explain to the students that this activity will give them an opportunity to demonstrate what they have learned in Chapter 4 and that it will be evaluated for a grade.
2. Discuss the word “evidence” as it pertains to trying to solve a mystery.
3. Tell the students they should fill out the chart based on their reading in Chapter 4. They should use what they have learned, but they may also be creative in their formulation of a theory, as long as they know what evidence they would need to prove their theory.



## Chapter 4 Test

### Written Response

#### Materials

- Student Sheet 25
- Discover Colorado* textbook
- Pencils

#### Directions

1. Hand out Student Sheet 25.
2. Tell students to choose which question they wish to respond to, then have them write their answers in the space provided. Students may use additional paper if necessary.
3. Students may use the textbook to check for details.

#### Test Answers

Answers will vary.

# THE UTE INDIANS



## Historical Overview

The Utes are Colorado’s longest residents, having arrived a short time after the Ancestral Puebloans left. But unlike their predecessors, they did not settle down as farmers. The Utes were hunters and gatherers. Most of them resisted the idea of becoming farmers until after they were forced to move to reservations. Still, their culture did change over time.

Having students understand the importance of the horse in Ute society is a major objective of this chapter. The horse was not only a reliable means of transportation, it also was a powerful agent of cultural change. Horses changed the Utes’ diet by making buffalo easier to hunt. Having more food available expanded the Utes’ social circles. It allowed them to live in larger bands. As a result, a more complex system of leadership and authority also emerged. To most nineteenth-century Utes, horses—not farming—were the key to a better life.

The Indian peoples of Colorado were not all alike. The Ancestral Puebloans and the Utes had very different ways of life. This reflects, in part, the very different sets of values of these two people. Learning about the Utes should help students understand cultural diversity. It does not just mean that Indian people were different from the European Americans who later settled in Colorado. Native Americans also had very different cultures.



## Learning Objectives

This chapter will enable students to know and do the following:

- explain where the Ute Indians came from;
- identify the life zones that Ute Indians occupied during their seasonal search for food;
- describe the clothing, shelter, and family life characteristics of the Ute people;
- explain how the introduction of horses changed the Utes’ way of life; and
- compare Ute life in the past and the present.



# Content Standards

The following Colorado Academic Standards for Social Studies are addressed in this chapter.

## 1. HISTORY

### Concepts and Skills Students Master

Standard 1.1: Organize and sequence events to understand the concepts of chronology and cause and effect in history of Colorado.

Standard 1.2: The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States.

### Evidence Outcomes

Students can:

- Identify and describe how major political and cultural groups have affected the development of the region. (1.1.b)
- Describe interactions among people and cultures that have lived in Colorado. (1.2.c)

### Inquiry Questions

- In what ways did geographic, economic, cultural, and technological changes influence the prehistoric people of Colorado? (1.2.1)
- Why did the people of various [prehistoric] cultures migrate to and settle in Colorado? (1.2.2)

### Relevance and Application

• Individuals recognize important events and can put them in chronological order to understand cause and effect, such as the impact of the Spanish introduction of horses and its impact on Ute culture. (1.1)

• The context and information from the [prehistoric] past can be used to make connections and inform current decisions. For example, since prehistoric times, Colorado has had cycles of climatic change that should inform the decisions of city and state planners. (1.2)

• Technological developments continue to evolve and affect the present. For example, environmental issues have had an impact on Colorado from prehistoric times to the present. (1.2)

## Materials Needed for Textbook Activities

- Discover Colorado* textbook
- Notebooks
- Pencils
- Sticky notes

## Key Words

- Doeskin
- Wickiups
- Navajo
- Buckskin
- Bands
- Breechcloths
- Extended families
- Tribe
- Moccasins
- Reservations

### ■ Key Words Activity: **Related Words**

#### Materials

- Chart paper
- Markers
- Notebooks
- Copies of Student Sheet 26 (Related Words Sets)

#### Directions

Related key words are grouped into sets, along with a key word that is not related. Students have to circle the word in each set that doesn't belong. This may be done together as a whole class, individually in notebooks, or with copies of Student Sheet 26. Understanding the meaning of each word is an important outcome of this activity, so using the textbook glossary to copy definitions in notebooks is encouraged. Tell the students that they should be able to explain why a particular word doesn't belong in a set.

#### RELATED WORDS SETS

DOESKIN  
BUCKSKIN  
RESERVATION

BREECHCLOTHS  
NAVAJO  
MOCCASINS

EXTENDED FAMILIES  
WICKIUPS  
BANDS  
TRIBES



## Before You Read

Students will be skimming the chapter and then taking turns, in small groups or with the entire class, thinking of questions the chapter will probably answer, and questions they'd like to have answered by the time they finish reading about the Ute Indians. If you have not introduced the skill and purpose of skimming, this would be a good opportunity to do so. After students have worked together to come up with questions, they are asked to write the questions they think are most important in their notebooks. Anticipating information that most likely will be covered helps to focus students on the topic as they look for clues in the text structure. And having to formulate questions they hope will be answered in the text provides students with a personal investment in reading for those answers.



## While You Read

The first activity in this section requires students to recall what they've learned about Colorado's life zones in Chapter 2, as well as follow along with the information being presented in this chapter about the Utes' daily search for food. Students are asked to make a list of the foods the Utes would find in the various life zones.

An important concept that is introduced in this chapter has to do with the changes that occurred in Indian life after the introduction of horses. Students will be creating a Venn diagram in their notebooks and adding words and phrases that compare and contrast the Utes' life before and after horses.

Students will be using sticky notes to code the text in the "Family and Community Life" section of this chapter. If students are not familiar with identifying text-to-text, text-to-self, or text-to-world connections as they read, introduce this strategy to them before they read this section:

*Text to Text:* What I'm reading reminds me of something else I've read.

*Text to Self:* What I'm reading reminds me of something I've personally experienced.

*Text to World:* What I'm reading reminds me of something I've heard about.

The final While You Read activity has the students recall what they've read about Ute life and compare that with a photo of present-day Utes. They will discuss their conclusions with a partner.



## After You Read

Students will be working in their notebooks, responding to this chapter in two ways. The first activity requires them to select just two words which best describe their thinking, feeling, or understanding after reading about the Utes. Students must also write about why they chose those particular two words, with quotes from the text for support. The next activity requires students to quote textbook sentences which they react to strongly (positively or negatively). They must be prepared to talk about their reactions in a small group.





## Key Words Revisited

### Materials

- Related Key Words Sets (in notebooks or Student Sheet 26)
- Discover Colorado* textbook
- Pencils

### Directions

1. Have the students return to their Key Words Sets.
2. Using the textbook as a resource, have them add additional columns as needed, rearranging key words that didn't fit into the original sets.
3. Then, have students search for additional words in this chapter that can be added to each of the columns.
4. Finally, tell students to add titles to the top of each column; i.e., Clothing, Shelter, Food, Groups of People, Locations, Activities, and so forth.



## Extension Activities

### ■ Time Line

#### Materials

- Individual or group time lines (initiated in Chapter 3 Extension Activities)
- Pencils
- Colored pencils

#### Directions

This chapter includes information from A.D. 1300 through the present.

1. Have students help you list the important events discussed in this chapter.
2. Assign these events to individuals or groups and tell students to add them to the time lines being developed.

### ■ Where Stories Come From: A Ute Tale

#### Materials

- Student Sheets 27a, b, c

#### Directions

1. Read aloud the Ute tale about the sources of stories.
2. The bear in this story played an important role by sharing the many stories. Discuss how important storytelling is in a community that doesn't yet write down their stories.
3. Have the students share stories that they have heard from their own families.

## ■ Mapping Ute Lands

### Materials

- Student Sheet 28
- Discover Colorado* textbook
- United States map
- Blue and red pencils
- Pencils

### Directions

1. Distribute copies of Student Sheet 28. Have the students use a United States map to label the states shown on the handout.
2. Have the students shade the Northern Ute territory in blue and the Southern Ute territory in red.
3. Tell students to label the rivers shown on the map.

## ■ Impact of Horses

### Materials

- Student Sheet 29 (Impact of Horses)
- Pencils

### Directions

1. Brainstorm the changes that occurred because of the horses brought to the Utes by the Spanish.
2. Distribute Student Sheet 29. Have the students complete the comparison chart.
3. When finished, compare answers and compile them onto one large chart.



## Chapter 5 Assessment

### ◆ Before and After Horses Mural

#### Materials

- Large sheets of butcher paper
- Poster paints—various colors
- Paintbrushes
- Pencils
- Notebooks
- Discover Colorado* textbook

#### Directions

1. Divide the class into groups of four students.
2. Tell the students they must work together to design a painted mural to show how the Utes' lives changed after they had horses.
3. The mural should be divided into two sections—Before Horses and After Horses—clearly labeled.
4. Students should use their notebooks and the *Discover Colorado* textbook to make lists of details they want to include on their mural: food, clothing, shelter, hunting, family and community life, etc.
5. Evaluate the students' participation in the group effort, the thoroughness of the preparation of ideas before painting, and the overall evidence of learning displayed on the mural.
6. Allow time for each group to present its finished product to the class.



## Chapter 5 Test

### Written Response

#### Materials

- Student Sheet 30
- Discover Colorado* text book
- Pencils

#### Directions

1. Hand out Student Sheet 30.
2. Tell students to write as many words as they can think of to describe the Ute way of life for every category listed.
3. Students may use the textbook to check for details.

#### Test Answers

Answers will vary.

## Chapter 6

# THE PLAINS INDIANS



### Historical Overview

The Arapaho and Cheyenne were the most recent Indian tribes to inhabit the plains of eastern Colorado. They were the last of several Native American peoples who migrated to the high plains to hunt bison. Their horse- and bison-centered way of life also is the Indian culture that is probably most familiar to students. When they think of American Indians, they are most likely to think of teepees, chiefs in war bonnets, and bow-and-arrow-wielding Indians racing across the plains on horseback. These stereotypical images are part of American folklore.

The main purpose of this chapter is to help students understand that plains Indians did not live the way they did for the sheer excitement and romance of it all. It was a reasonable and very logical way to survive on the high plains. This chapter looks especially at the teepee, the village routine, the training of children, the buffalo hunt, and the war party. Each of these aspects of Indian life was interrelated and mutually supportive. Given the necessity of living by hunting bison, each made “good sense.” Simply put, it is hoped that students will understand that a way of life that now seems so romantic and glamorous was at one time a very practical way to live.



### Learning Objectives

This chapter will enable students to know and do the following:

- identify the various tribes of Plains Indians who lived in Colorado;
- use map skills to trace their migration routes;
- describe the importance of bison in Plains Indian cultures;
- describe the clothing, shelter, and family life characteristic of the Plains Indians;
- explain how the introduction of horses changed their way of life; and
- compare Plains Indian life in the past and the present.



# Content Standards

The following Colorado Academic Standards for Social Studies are addressed in this chapter.

## 1. HISTORY

### Concepts and Skills Students Master

Standard 1. 1: Organize and sequence events to understand the concepts of chronology and cause and effect in history of Colorado.

Standard 1.2: The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States.

### Evidence Outcomes

Students can:

- Identify and describe how major political and cultural groups have affected the development of the region. (1.1.b)
- Describe interactions among people and cultures that have lived in Colorado. (1.2.c)

### Inquiry Questions

- How can primary sources help us learn about the past or create more questions about our state's history? (1.1.3)
- Why did the people of various cultures migrate to and settle in Colorado? (1.2.2)

### Relevance and Application

- Individuals recognize important events and can put them in chronological order to understand cause and effect, such as the Arapaho and Cheyenne migration to Colorado and their adoption of bison hunting. (1.1)
- Technological developments continue to evolve and affect the present. For example, environmental issues have had an impact on Colorado from bison hunting times to the present. (1.2)

## 2. GEOGRAPHY

### Concepts and Skills Students Master

Standard 2.2: Connections within and across human and physical systems are developed.

### Evidence Outcomes

Students can:

- Describe how the physical environment provides opportunities for and places constraints on human activities. (2.2.a)

### Inquiry Question

- What physical characteristics led various cultural groups to select the places they did for settlement in Colorado? (2.2.1)

### Relevance and Application

• Individuals and businesses consider geographic factors in making settlement decisions. For example, Colorado Springs has a dry climate that is favorable for computer companies, and ski resorts developed in the Rocky Mountains. (2.2)

## **3. ECONOMICS**

### Concepts and Skills Students Master

Standard 3.1: People respond to positive and negative incentives.

Standard 3.2: The relationship between choice and opportunity cost.

### Evidence Outcomes

Students can:

- Define positive and negative economic incentives. (3.1.a)
- Analyze different choices and their opportunity costs. (3.2.b)

### Inquiry Question

- How have natural, human, and capital resources had both positive and negative impacts on the development of Colorado? (3.1.3)
- How do you know when you've made a good decision? (3.2.2)

### Relevance and Application

• Groups use both positive and negative incentives to affect behavior. For example, the Cheyenne Indians knew that migrating to the plains to live as bison hunters involved benefits and risks. (3.3)

• Knowledge of the relationship between choice and opportunity cost leads to good decision making. For example, the Cheyenne decided that the benefits of having more food by hunting bison outweighed the dangers posed by enemy tribes. (3.2)



## Materials Needed for Textbook Activities

- Notebooks
- Pencils
- Rulers
- Classroom map of the western United States
- Poster paper
- Colored pencils or crayons



## Key Words

- Raid
- Scout
- Rawhide
- Villages
- Tribal government
- Powwow

### ■ Key Words Activity

Ask students to use each of the key words in a “Possible Sentence” on a page in their Colorado Studies notebooks. Tell them to leave a space following each of the sentences so that changes can be made if necessary.



## Before You Read

Before reading this chapter, students will be asked to brainstorm what they already know about the Plains Indians of Colorado. Doing this together and recording the results on a piece of chart paper help students focus on the topic and validate their thinking. Some of the students’ background knowledge about Indians may not be specific to Colorado (or even to Plains Indians), and you may find that students contribute inaccurate information. However, this is a valuable activity nonetheless, because students are asked to take their thinking a step further as they create a list of “What I Wonder” questions in their Colorado Studies notebooks, to be checked off as answers are found while reading the chapter. Good readers have goals in mind before the reading ever begins. Creating this list of questions helps students think more deeply about the topic and anticipate that the text may have answers for them. And, as reading progresses, students will evaluate their questions and whether their reading of the text is providing the answers they are seeking. This kind of interaction with text is important and helps foster critical reading skills.





## While You Read

Students will be discussing what they read with a partner and will be practicing two types of note taking: Separate Topic Columns, which facilitates visual comparisons among topics, and Side Column Topics with note taking in the right column, which gives students practice in taking notes on topics in the sequence the text presents them. We want to encourage students to take notes in their Colorado Studies notebooks, but a two-column note-taking master (Transparency 10) is included in this guide should you want to model the process or have students practice taking notes outside the notebook.



## After You Read

Students are asked to return to the “What I Wonder” list in their notebooks. Check in with the class to see if anyone has unanswered questions. Write these questions on chart paper and discuss them if they can be answered by re-reading parts of Chapter 6. If further research is needed to answer the questions, what types of resources would be most helpful? (Doing History/Keeping the Past web site? [see resources], Internet search? Encyclopedia? Library books?)

For the second activity, divide the class into small groups (three to four students). Provide the following materials so these groups can create posters about the Plains Indians’ everyday life:

- Poster board for each group of 3-4 students (or 12x18 construction paper for each student)
- Pencils, crayons, colored pencils



## Key Words Revisited

### Materials

- Discover Colorado* Textbook
- Pencils
- Notebooks

### Directions

1. Ask students to quietly read the Possible Sentences they wrote before they read this chapter.
2. Have students check the glossary definition for each of this chapter’s key words.
3. Tell the students that, based on what they now know about these key words, they should either revise or leave the Possible Sentences unchanged.



## Extension Activities

### ■ Time Line

#### Materials

- Individual or group time lines (initiated in Chapter 3 Extension Activities)
- Pencils
- Colored pencils
- Chart paper
- Markers

#### Directions

This chapter includes information from 1400 A.D. through the mid-1800s.

1. Have students help you list the important events discussed in this chapter.
2. Assign these events to individuals or groups, to be added to the time line being developed.

### ■ Seven Stars in the Sky: A Cheyenne Story

This Extension Activity gives the students the opportunity to read a Cheyenne story. Storytelling was not only entertainment, but served as a way to keep the history and traditions of the tribes alive. Some men and women were especially good storytellers and were very much in demand. Some stories were private property. They belonged to a particular family, and only a member of that family was allowed to tell them. They were carefully passed down to each generation. Below is a description of what an evening of storytelling was like:

*When a man desired to have stories told in his lodge for entertainment at night, he sent to some old man well known as a storyteller, a message asking him to come to his lodge and eat. . . . Meantime the news that such a man was to tell stories at this lodge had gone through the camp and very likely many people gathered there to listen. . . . Certain stories were told in sections. A short story might be told, and at a certain point the narrator stopped and after a pause said, "I will tie another one to it." Then there was a long pause as the pipe was perhaps lighted and smoked, and a little conversation was had; then the storyteller began again, and told another section of the tale, ending as before. Such stories were often told in groups of four or six, and might last all night. At less formal gatherings a man might tell a story, and when it was finished might say: "The story is ended. Can anyone tie another to it?" Another man might then relate a story, ending it with the same words, and so stories might be told all about the lodge.*

—George Bird Grinnell, *The Cheyenne Indians: Their History and Ways of Life*, Volume 1. New Haven, Conn.: Yale University Press, 1923, pages

### Materials

- Copies of Student Sheet 31a, b, c (Seven Stars in the Sky: A Cheyenne Story)
- Pencils

### Directions

1. Read the story aloud. Then have student partners read it quietly again.
2. This can be called a *pour quoi* tale. *Pour quoi* is French for *why*. Discuss what this story explains. Can the students think of other stories similar to this one?

## ■ On the Move

### Materials

- Student Sheet 32 (On the Move)

### Directions

1. Discuss how the Plains Indians moved frequently.
2. Give the students Student Sheet 32 and have them complete the charts.
3. Have students discuss their individual choices in small groups.

## ■ Plains Indians Village Plan

### Materials

- 8"x11" graph paper for each student
- Copies of project requirements (below and in Student Sheet 33, Plains Indian Village)
- Pencils
- Colored pencils
- 9"x12" construction paper for each student

### Project Requirements

You have been given the responsibility of designing a Plains Indian village for the annual spring gathering. Since you will be spending several weeks in the village, design a plan for the placement of the teepees and the work and play areas. Consider where people will live, corral horses, do laundry, bathe, prepare food, tan hides...etc.

### Directions

1. Have students work in small groups or alone.
2. Discuss the project requirements.
3. Tell students that the graph paper is to help them make a scale drawing. Colored pencils may be used when students are certain that their project shows all they've learned about Plains Indian village life.
4. Have students mount their village plan on construction paper for presentation.
5. Provide time for the students to present their final product and explain their rationale for the placement of structures and work and play areas.

## ■ Comparing Pueblo Dwellers, Utes, and the Plains Indians

### Materials

- Discover Colorado* textbook
- Notebooks
- Pencils
- Copies of Student Sheets 34 and 35 (Cultural Comparisons)

### Directions

1. Discuss the chapters you have read on the Pueblo Dwellers, Utes, and Plains Indians.
2. Give the students Student Sheets 34 and 35. Tell them that they are to put notes in the columns that compare and contrast the three groups of Native Americans. Then they can complete the second page of the activity.
3. Use this activity for discussion purposes or as an evaluation tool.



## Chapter 6 Assessment

### ◆ Describe the Plains Indians

#### Materials

- Discover Colorado* Textbook
- Notebooks
- Pencils
- Student Sheet 36 (My Expository Paragraph Checklist)

#### Directions

1. Tell students they should choose one of the Plains Indian tribes of Colorado as the subject for a well-constructed paragraph. The paragraph should include a strong topic sentence that sets the purpose of the paragraph for the reader. The body of the paragraph should give details about at least two of the following topics:
  - a. the land where they lived
  - b. their food, clothing, and shelter
  - c. how and why they traveled
  - d. their work and play
  - e. their family life

The closing sentence of the paragraph should wrap the paragraph up and leave the reader with a feeling of completion.

2. Distribute Student Sheet 36. If students have not been introduced to this scoring checklist, now would be a good time to do so.



## Chapter 6 Test

Multiple Choice; Sketch

### Materials

- Student Sheet 37
- Discover Colorado* textbook
- Pencils

### Directions

1. Hand out Student Sheet 37.
2. Tell students to place an X by the statements that describe the early life of the Plains Indians.
3. Students may use the textbook to check for details.
4. Tell students to complete Part 2.

### Test Answers

Part 1

1; 2; 4; 5; 7; 8; 9; 11; 12

Part 2

Sketches will vary.

# THE PATHFINDERS



## Historical Overview

This chapter introduces students to the first Europeans and Americans from the east to arrive in Colorado. Some were explorers who merely passed through the area. Others were trappers who remained long enough to kill off most of the region's beaver. Still others opened trading posts to exchange trade goods with the Indians for bison hides. This trade both benefited and hurt the Plains Indians. Knives, pots, and other metal trade goods made life easier for them. Killing bison for the commercial value of their hides rather than for food and a growing dependence on American whiskey were not beneficial. While few of the outsiders settled in Colorado, they were pathfinders for those who did later on.



## Learning Objectives

This chapter will enable students to know and do the following:

- identify the men who led exploring expeditions to what is now Colorado and their nationalities;
- describe the annual routine of American fur trappers;
- describe the bison hide trade based at Bent's Fort;
- explain how trappers and traders were similar and different; and
- explain how trading with Americans changed the Plains Indians' way of life.



# Content Standards

The following Colorado Academic Standards for Social Studies are addressed in this chapter.

## 1. HISTORY

### Concepts and Skills Students Master

Standard 1.1: Organize and sequence events to understand the concepts of chronology and cause and effect in history of Colorado.

Standard 1.2: The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States.

### Evidence Outcomes

Students can:

- Construct a timeline of events showing the relationship of events in Colorado history with events in United States and world history. (1.1.a)
- 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. (1.2.a)

### Inquiry Questions

- How have past events influenced present day Colorado and the Rocky Mountain region? (1.1.1)
- How have various individuals, groups, and ideas affected the development of Colorado? (1.2.4)

### Relevance and Application

- Individuals recognize important events and can put them in chronological order to understand cause and effect, such as the sequence of explorers who helped inform people in the east about the Great Plains and Rocky Mountain regions. (1.1)
- The context and information from the past can be used to make connections and inform current decisions. For example, since the early explorers and fur trappers perceptions of Colorado and its economic opportunities have changed from one generation to another. (1.2)

## 2. GEOGRAPHY

### Concepts and Skills Students Master

Standard 2.2: Connections within and across human and physical systems are developed.

### Evidence Outcomes

Students can:

- Describe how the physical environment provides opportunities for and places constraints on human activities. (2.2.a)

### Inquiry Question

- How does the physical environment affect human activity? (2.2.3)

### Relevance and Application

• Individuals and businesses consider geographic factors in making settlement decisions. For example, the idea that the Great Plains was a Great American Desert may have discouraged settlement in Colorado prior to the Gold Rush. (2.2)



## Materials Needed for Textbook Activities

- Notebooks
- Pencils



## Key Words

- Pathfinders
- European
- Precious Metals
- Expeditions
- Trappers
- Rendezvous
- Wagon trains
- Trading posts
- Reenactments

### ■ Key Words Activity: **Concept Definition Map**

#### Materials

- Student Sheet 38 (Definition Map)
- Pencils
- Dictionaries, thesauruses
- Discover Colorado* textbook

#### Directions

1. Divide the class into nine groups and give each group one key word.
2. Using Student Sheet 38, have each group investigate their word's meanings, uses, and similarities to other words.
3. Encourage discussion about the words within the groups; then have students check the textbook glossary, thesauruses, and dictionaries for definitions and synonyms.

Students will be presenting their word investigations to the class in the Key Words Revisited Activity.





## Before You Read

While students read this chapter, they will be completing a three-column “Pathfinders Chart” in their notebooks. There will be columns for European and American explorers, as well as a column for fur trappers. Help the students understand that they may use just words or phrases to answer the While You Read questions in the columns. Because students are used to having to use complete sentences, the idea that a word or a phrase is sufficient for note taking is sometimes difficult for them. Modeling an example or two for your students might be helpful as they set up the chart in their notebooks.



## While You Read

There are four questions for students to answer in each of the first three sections of this chapter. Answers should be words or phrases taken from the reading and entered under the appropriate column on the Pathfinders Chart. You may choose for students to work with partners, alone, or in a small group.

Before reading “The Indian Trade” section, students are asked to study the photos and illustrations of Bent’s Fort and think about why it was designed as it was. They may jot down some ideas in their notebooks or discuss their ideas with other students. After they’ve read the section, they may want to adjust or add to their ideas.

While reading “Pathfinders Today,” students are asked to write the name of the pathfinder they’d like to know more about and list the resources they think would be helpful in their research. Determining the usefulness of resources is an important skill for students to learn.



## After You Read

The first activity asks students to use quotes from the chapter to support their opinions about which pathfinders were most successful in accomplishing their goals. Successful accomplishment of goals is a sophisticated concept and may require some class discussion. This activity gives students practice in the important skill of checking information in order to give support to their reasoning. Students will be writing a paragraph of explanation, with the quotes included.

The second activity involves pretending to be a particular Colorado pathfinder and making a list of suggestions for those who wanted to try doing the things that pathfinder did as he explored Colorado. This requires students to think about the difficulties and challenges the various pathfinders encountered and to think of things that might have been helpful for them to know beforehand.



## Key Words Revisited

### Materials

- Group Definition Maps (Student Sheet 38)

### Directions

1. Give students time to get into their Key Words groups, change or add to their Definition Maps, and prepare to present their word investigations to the class.
2. Have groups present the word investigations.



## Extension Activities

### ■ Time Line

The time frame for the pathfinders in Colorado began around 1540 when Coronado most likely set foot in what is now southern Colorado in his search for the Seven Cities of Gold. By the 1840s, fur trapping was giving way to bison hide trading, and the mountain men who explored the wilderness of the Colorado mountains as they set their traps were no longer able to sustain their way of life. Information for the time line for this period might include events, people, and groups. Selection of data can come from skimming and discussing the chapter.

Talk about why so many events and dates are written about, and how they can be added to the time lines. (Select a few? Extend the space? Use direction arrows pointing to spaces above and below the time line?) Whatever you decide to do, the same method should be used to depict the events in the remaining chapters of *Discover Colorado*.

### ■ Exploring the Explorers

#### Materials

- Paper
- Pencils
- Colored pencils
- Maps
- Library materials

#### Directions

1. Hand out Student Sheet 39.
2. Read aloud the paragraph that explains the principle of mutual satisfaction.
3. Check for comprehension by asking students to respond to the first question.
4. Place students in groups of three or four and ask them to complete Student Sheet 39.
5. Conduct a whole-class discussion about the value of “mutual satisfaction” to trade.



## Chapter 7 Assessment

### ◆ Recreating Bent's Fort

#### Materials

- Large poster board or cardboard for the base
- Smaller pieces of light cardboard or poster board for the fort's walls
- Tape, glue, scissors, rulers, pencils
- Modeling clay, fabric scraps, sticks, small stones, and other materials for the fort's various rooms
- Discover Colorado* textbook, library books, internet material for resources
- Copies of Student Sheet 23 (Rubric for 3-D Displays)

#### Directions

1. Divide students into groups and either have each group make a model of Bent's Fort, or have the groups take turns working on one class model.
2. Brainstorm and write on chart paper the important features of a trading fort. Remind students that they need to use the photos and specific information they've read about this particular fort for their information.
3. Discuss with students a plan for drawing, measuring, and cutting out walls, doors and windows so that the finished product resembles the unique structure.
4. Explain the variety of materials and resources available and the time frame for completion.
5. Share the product Rubric for 3-D Displays (Student Sheet 23) with the students.
6. Observe students as they work together on this project. Use information you gain about each student's use of reference materials, ability to follow directions, participation in the creation of the finished product, and so forth, to assess understanding and skill.



## Chapter 7 Test

True/False; Written Response

### Materials

- Student Sheet 40
- Discover Colorado* textbook
- Pencils

### Directions

1. Hand out Student Sheet 40.
2. For Part 1, tell students to mark each statement with a **T** if it is true, and an **F** if it is false.
3. Have the students explain on the lines why trappers gathered each summer for a rendezvous.
4. Students may use the textbook to check their answers.

### Test Answers

Part 1:

1. F
2. T
3. T
4. F
5. T
6. T
7. F
8. T
9. F
10. F

Part 2: Answers will vary.

## Chapter 8

# HISPANIC SETTLERS



## Historical Overview

The first European-Americans to settle in Colorado were Hispanic farmers. They arrived in the San Luis Valley in the 1850s, coming north from New Mexico. Most of these settlers were poor, subsistence-level farmers. They raised or made nearly everything they needed, including wooden plows, wood and leather furniture, and clothing made of woolen cloth. They lived in houses made of sun-dried adobe bricks.

This chapter is to introduce students to a culture much different from that encountered in earlier chapters. It was like the Ancestral Puebloan way of life only in that both were farm people who lived in villages. There the resemblance ends. The extended family was the focus of Hispanic culture. Most of the inhabitants of a plaza settlement were related. Next to the family in importance was the Catholic church. Community life revolved around religious holidays, celebrations, and feast days.

This chapter also sets the stage for comparing later agricultural and village settlements in Colorado. The family and community relationships of the San Luis Valley settlers were very different from those established by the more individualistic and acquisitive settlers of eastern Colorado after the Gold Rush.



## Learning Objectives

This chapter will enable students to know and do the following:

- identify the first European settlers of the San Luis Valley;
- describe the Hispanic settlers' pattern of plaza and ribbon settlements;
- describe the food, clothing, and shelter typical of Hispanic settlers;
- describe the role of family and religion in Hispanic culture in the San Luis Valley; and
- compare life in the San Luis Valley in the past and the present.



# Content Standards

The following Colorado Academic Standards for Social Studies are addressed in this chapter.

## 1. HISTORY

### Concepts and Skills Students Master

Standard 1.1: Organize and sequence events to understand the concepts of chronology and cause and effect in history of Colorado.

Standard 1.2: The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States.

### Evidence Outcomes

Students can:

- Identify and describe how major political and cultural groups have affected the development of the region. (1.1.d)
- Describe interactions among people and cultures that have lived in Colorado. (1.2.b)

### Inquiry Questions

- What social and economic decisions caused people to locate in various regions of Colorado? (1.1.4)
- To what extent have unity and diversity shaped Colorado? (1.2.3)

### Relevance and Application

• Individuals recognize important events and can put them in chronological order to understand cause and effect, such as the settlement of the San Luis Valley and treaties that reduced the Ute's territory. (1.1)

• The context and information from the past can be used to make connections and inform current decisions. For example, the settlement of the San Luis Valley and the continuing presence of Hispanic people in Colorado. (1.2)

## 2. GEOGRAPHY

### Concepts and Skills Students Master

Standard 2. 2: Connections within and across human and physical systems are developed.

### Evidence Outcomes

Students can:

- Explain how physical environments influenced and limited immigration into the state. (2.2.b)

### Inquiry Question

- What physical characteristics led various cultural groups to select the places they did for settlement in Colorado? (2.2.1)

### Relevance and Application

- Individuals and businesses consider geographic factors in making settlement decisions. For example, Hispanic settlers moved into the San Luis Valley because the environment was similar to their former home in New Mexico. (2.2)

## **3. ECONOMICS**

### Concepts and Skills Students Master

Standard 3.1: People respond to positive and negative incentives.

### Evidence Outcomes

Students can:

- Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives. (3.1.b)

### Inquiry Question

- Why are different goods and services important at different times in Colorado's history? (3.2.1)

### Relevance and Application

- Positive incentives influence behavior predictably over time. For example, responsible individuals save for the future and move for better job opportunities, as Hispanic farmers did when they moved into the San Luis Valley. (3.1)



## Materials Needed for Textbook Activities

- Notebooks
- Sticky notes
- Pencils



## Key Words

- Patron saint
- Spinning
- Gristmill
- *Corrida de gallo*
- *Los Pastores*

### ■ Key Words Activity: **What's My Word?**

#### Materials

- Notebooks
- Pencils
- Chart paper

#### Directions

1. Have students copy the following five sentences into their notebooks, leaving spaces where indicated. Tell them that these are sentences taken from the chapter they are about to read.
  - a. St. Joseph was their \_\_\_\_\_. (*patron saint*)
  - b. Carding with a wire-tooth brush straightened the fibers for \_\_\_\_\_. (*spinning*)
  - c. Nobody was happier than they were to see the village build its first \_\_\_\_\_. (*gristmill*)
  - d. In the afternoon, the men might hold a \_\_\_\_\_ or cock race. (*corrida de gallo*)
  - e. In many towns, the people put on a play called \_\_\_\_\_. (*Los Pastores*)
2. Write this chapter's key words (mix the order) on chart paper, and have students insert one of the words in each of the five sentences. Remind them that this isn't a test, but just for them to use all they know about words to choose the sentences that best fit this chapter's key words before reading about them in the chapter.
3. Tell the students that they will be able to change their guesses if necessary after they've read the chapter.





## Before You Read

Students are asked to skim this chapter before writing two big questions and two little questions they have about this chapter on sticky notes. Help them understand that big questions are about important or main ideas and that little questions are about details or words. As they read this chapter, they will be looking for answers to their questions.



## While You Read

Students will be quickly sketching a bird's-eye view of two kinds of Hispanic settlements in their notebooks. Discuss what "bird's-eye view" means. They also will be responding in writing to the question, "Why did the settlers design them this way?" Remind students that they should use information from the text to back up their ideas.

The next activity has students create a three-column chart to take notes on food, clothing, and shelter. Remind them that when they take notes they may use words or phrases instead of complete sentences.

In the third "While You Read" activity, students will be writing three sentences that summarize the differences between the farmwork of Hispanic men and women. The first and second paragraphs of this section are about what the men were responsible for, and the third and fourth paragraphs are about women's work. This organization should make it easier for students to understand the differences. Review with the students that summarizing involves talking about the big picture—the main ideas—not the details.

The last two "While You Read" activities involve sketching scenes that represent the settlers' leisure-time activities, religious practices, and village celebrations, and then thinking about how the authors organized the last section's paragraphs to help readers answer the section's "Focus Your Reading" questions.



## After You Read

Students will compare the sticky-notes questions and the answers they found. They should star the answers that were easy to find in the text. They should put a check beside the answers that were inferred or that they had to search for in other resources.

The final activity in this chapter asks students to imagine that they are girls or boys living in the San Luis Valley in the 1850s. Using information from the book, they will draw scenes in their notebooks that depict their village, home, work, and family and community life.



## Key Words Revisited

Have students return to their five key words sentences to change the inserted words if necessary. If they haven't already done so, they could look for the words' definitions in the glossary. In addition, have students search for these sentences in the chapter to check their answers.



## Extension Activities

### ■ Time Line

This chapter talks about the Hispanic settlement of the San Luis Valley that began about 1849. Have students discuss the best way to enter information on the time line when specific dates are not mentioned. The chapter traces the Hispanic history of the valley to the present.

See the suggestions for entering many dates on time lines discussed in the Time Line activity, Chapter 7.

### ■ Mapping the San Luis Valley

#### Materials

- Student Sheet 41
- Colorado road map
- Pencils
- Colored pencils

#### Directions

1. Distribute Student Sheet 41 and the road maps. Have students locate the San Luis Valley on the student sheet and shade it lightly with a colored pencil.
2. Have them mark and label towns and mountain peaks in the area of the San Luis Valley.

### ■ La Ranita (The Little Frog)

#### Materials

- Student Sheets 42, 43, 44
- Pencils

### Directions

1. Explain that every culture uses folktales to transmit basic values as well as to entertain children.
2. Ask students about their favorite folktales and discuss the lessons these tales are designed to teach.
3. Hand out Student Sheets 42 and 43; read the folktale; ask students to respond to the instructions on Student Sheet 44.



## Chapter 8 Performance Assessment

### ◆ Fiesta Day

#### Materials

- Discover Colorado* textbook
- Large roll of butcher paper
- Markers, paints, paintbrushes
- Library and Internet resources for information on the towns, customs, foods, dances, songs, folktales, and clothing of the Hispanic Southwest settlers
- Various items needed for Fiesta Day
- Student Sheets 42 and 43 (“La Ranita”: A Spanish American Legend)

#### Directions

##### Spanish Town Mural

1. Arrange for students to conduct research on the Spanish towns of Colorado and the American Southwest. A good resource for additional information is Angel Vigil’s *Una Linda Raza: Artistic and Cultural Traditions of the Hispanic Southwest* (Golden, CO: Fulcrum Publishing, 1998). Also, the American Girls Collection: *Welcome to Josefina’s World 1824* by Yvette la Pierre (Pleasant Company Publications, 1999) provides colorful illustrations of daily life in an early Spanish settlement.
2. Brainstorm and list on the board features that should be included in a mural of a Spanish town. Have the students refer to the textbook for additional ideas.
3. Using photographs and other information from books and the Internet, have the students work in groups to create a painted mural showing a variety of activities in an early Spanish town.

##### Other Preparations for Fiesta Day

1. Divide the class into small groups. Have each group choose an area to research and prepare for sharing with the class. For example, one group could learn Spanish songs

and teach them to the rest. Another group could be in charge of preparing food. One group could act out the folktale “La Ranita” (Student Sheets 42, 43). One group could research typical early settlement clothing. Another could create a new script from folktales found in books in the resources for this chapter and perform it as a readers’ theater, and so forth.

2. Decorate the room with the Spanish town mural, and spend an afternoon or a day sharing the results of all the students’ work.



## Chapter 8 Test

True/False; Written Response

### Materials

- Student Sheets 45a, b
- Discover Colorado* textbook
- Pencils

### Directions

1. Hand out Student Sheets 45a, b.
2. Tell students to choose the best answer to each question.
3. Students may use the textbook to check for details.

### Test Answers

### *Discover Colorado* page number

- |  |     |
|--|-----|
| 1. The Utes                                      | 114 |
| 2. Plaza-style settlements                       | 115 |
| 3. Grew themselves                               | 116 |
| 4. Sheepskins                                    | 116 |
| 5. Poor farmers                                  | 118 |
| 6. Cooking, cleaning, and caring for children    | 120 |
| 7. Special religious days                        | 122 |
| 8. Are a lot like people in the rest of Colorado | 124 |

## Chapter 9

# GOLD AND SILVER MINERS



## Historical Overview

The discovery of gold in Colorado brought the wave of settlers from the eastern United States to Colorado. During the summer of 1858, a group of prospectors led by William Green Russell discovered traces of gold where Cherry Creek flows into the South Platte River. Word of the discovery spread quickly. In 1859, thousands of gold seekers set out across the plains for Cherry Creek.

The gold that Russell and his friends discovered was placer gold. In the gravel and sand of creek beds, they found flakes and grains of gold that had washed down from the mountains. The flakes had come from veins or lodes of gold embedded in quartz rock in the mountainside. As the quartz weathered, bits of gold were released into the mountain streams. After panning gold from the streams, prospectors set out for the mountains looking for the lodes.

The discovery of veins of gold near present-day Central City and Idaho Springs in 1859 marked the beginning of quartz mining in Colorado. Over the next forty years, Colorado mining companies took out millions of dollars of precious minerals. By the 1880s, more silver was being produced than gold. Georgetown, Leadville, and Silverton were centers of silver mining. The mining industry created dozens of such mining towns, which were linked by railroads to supply towns at the foot of the mountains.

The success of the mining industry came at the expense of the Indians. In eastern Colorado, the influx of settlers led to open conflict between natives and newcomers. The Arapaho and Cheyenne were driven off to reservations in Kansas, Oklahoma, and Wyoming. The influx of miners also pushed the Utes out of their summer hunting grounds in the mountains.



## Learning Objectives

This chapter will enable students to know and do the following:

- identify the first American settlers in eastern Colorado;
- compare and contrast placer and hard-rock or lode mining;
- describe the role of towns and cities in mining-region society;
- explain how settlement attracted by mining affected the lives of the Plains Indians;
- explain the impact of mining on the environment; and
- compare gold mining in Colorado in the past and the present.



# Content Standards

The following Colorado Academic Standards for Social Studies are addressed in this chapter.

## 1. HISTORY

### Concepts and Skills Students Master

Standard 1. 1: Organize and sequence events to understand the concepts of chronology and cause and effect in history of Colorado.

Standard 1. 2: The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States.

### Evidence Outcomes

Students can:

- Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado. (1.1.c)
- Describe the impact of various technological developments, including changes in gold and silver mining techniques. (1.2.d)

### Inquiry Questions

- What social and economic decisions caused people to locate in various regions of Colorado? (1.1.4)
- In what ways have geographic, economic, cultural, and technological changes influenced Colorado today? (1.2.1)

### Relevance and Application

- Individuals recognize important events and can put them in chronological order to understand cause and effect, such as the important discoveries of gold and silver in Colorado. (1.1)
- Technological developments continue to evolve and affect the present. For example, chemists developed improved extraction processes for recovering more gold from a ton of ore . (1.2)

## 2. GEOGRAPHY

### Concepts and Skills Students Master

Standard 2.2: Connections within and across human and physical systems are developed.

### Evidence Outcomes

Students can:

- Explain how physical environments influenced and limited immigration into the state. (2.2.B)

### Inquiry Question

- What physical characteristics led various cultural groups to select the places they did for settlement in Colorado? (2.2.1)

### Relevance and Application

• Individuals and businesses consider geographic factors in making settlement decisions. For example, miners brought their families only to mining regions that had developed productive mines in Colorado. (2.2)

## **3. ECONOMICS**

### Concepts and Skills Students Master

Standard 3.1: People respond to positive and negative incentives.

Standard 3.2: The relationship between choice and opportunity cost.

### Evidence Outcomes

Students can:

- Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives. (3.1.B)
- Analyze different choices and their opportunity costs. (3.2.b)

### Inquiry Question

- How have natural, human, and capital resources had both positive and negative impacts on the development of Colorado? (3.1.3)
- How do you know when you've made a good decision? (3.2.2)

### Relevance and Application

• Positive incentives influence behavior predictably over time. For example, responsible individuals save for the future and move for better job opportunities, as miners, merchants, and laborers did when they moved to Colorado. (3.1)

• Knowledge of the relationship between choice and opportunity cost leads to good decision making. For example, many miners, merchants, and laborers decided that Colorado offered a better living despite the expense involved in getting there. (3.2)



## Materials Needed for Textbook Activities

- Notebooks
- Pencils
- Colorado map



## Key Words

- Veins
- Stagecoach stations
- Humbugged
- Territory
- Stake claims
- Statehood
- Ore
- Mine tailings
- Immigrants
- Boardinghouses

### ■ Key Words Activity: **Do You Know These Words?**

#### Materials

- Student Sheet 46 (Do You Know These Words?)
- Pencils

#### Directions

1. Hand out Student Sheet 46. Tell the students that they are to read the key words and place a check mark in the appropriate column. Emphasize that this is not a quiz, but just a way to get them thinking about some words they'll be using.
2. Collect their responses and save them for after they read the chapter.



## Before You Read

Students will be preparing a four-column chart in their notebooks. This will be a basic KWL, but with an added column for questions they might still have after reading this chapter. A black-line master of this chart (Transparency 5) is included with this *Teacher's Guide* for use outside the notebooks. Students first write everything they think they already know about gold and silver mining in Colorado. They are then asked to practice an important pre-reading strategy for nonfiction books—looking at the chapter's photos and reading their captions—before they fill in the “What I Wonder” column. You may choose to have partners or small groups work on this, or this could be a whole-class activity. The last two columns will be filled in after reading the chapter.



## While You Read

After reading the first section about the Pikes Peak gold rush, students will be trying to persuade the people of Kansas City to come to Colorado to strike it rich. They will be sketching a small poster and writing convincing phrases on it. Remind them that Chapter One has some interesting information about Pikes Peak that will help them as well.

While reading the next three sections, students will be:

- making a list of all the supplies a placer miner would need;
- making a quick sketch of digging for quartz gold; and
- making a word web about the value of mining camps and towns.

While reading the “Miners, Settlers, and Indians” section, students are asked to form an opinion about the reasons for the problems between the Indians and the newcomers that resulted in the Indians being forced onto reservations. This is an important concept, and students will be asked to defend their opinions using information from this section later.

Finally, students will be using a map of Colorado as they read the “Mining Today” section to locate mining towns that are still active communities in Colorado.

## After You Read

Students will be returning to the four-column chart in their notebooks, in the “What I Learned” column, to write five important things they’ve learned. After that, questions they still have will be written in the “What I Still Wonder” column.

Next, either in a small group or with the whole class, students will be defending their opinions about the problems between the Indians and the newcomers. Help students understand that opinions should be backed up by information they can point to in the text.

## Key Words Revisited

### Materials

- New copies of Student Sheet 46
- Pencils
- Saved original copies of Student Sheet 46

### Directions

1. Have the students repeat Student Sheet 46.
2. Distribute the original copies of the activity. Have the students discuss the words they now can define. Clarify any misconceptions or unknown words by using the textbook glossary and finding the words in the text of Chapter 9.



## Extension Activities

### ■ Time Line

Events this chapter talk about occurred between 1850 and the 1990s. Ask the class how to best portray this chapter’s information on their time lines, keeping in mind that succeeding chapters will be using the same time frame. See the suggestions for entering many dates on time lines discussed in the Time Line activity, Chapter 7.

If you are completing one large class time line, assign groups or individuals to portray the events.

### ■ Mining Letters

#### Materials

- Student Sheets 47a and b; 48a and b; 49a and b (six pages)
- Pencils
- Student Sheet 50 (Comparing Life in the Mining Camps)

#### Directions

1. Determine the best way for your students to complete this activity: as a whole class, individually, with partners, or in small groups.
2. Distribute the three mining camps letters, with the response activity sheet for each letter.
3. Read aloud or have students read the letters; then have the students respond as indicated for each letter.
4. Discuss the letters and the students’ responses.
5. Have the students work with partners to fill in the chart “Comparing Life in the Mining Camps” (Student Sheet 50).

### ■ Mapping the Gold Rush

#### Materials

- Discover Colorado* textbook
- Student Sheet 51
- Colorado road map
- Pencils, colored pencils

#### Directions

1. Distribute Student Sheet 51.
2. Tell the students they should locate and place on the map all the important gold rush sites—including rivers and towns—mentioned in Chapter 9.
3. Students may refer to the textbook for information and to the Colorado road map for correct placement of rivers and towns.

## ■ Sand Creek Massacre

### Materials

- Student Sheets 52 and 53
- Pencils

### Directions

1. Read aloud or have the students read the story of Black Kettle.
2. Read aloud the questions on the second page of Student Sheet 53. Have the students complete the answers.



## Chapter 9 Assessment

### ◆ Design a Mining Town

#### Materials

- Library resources
- A variety of materials depending on the activities chosen
- Access to the Doing History/Keeping the Past web site is highly recommended:  
<http://hewit.unco.edu/dohist/>

#### Directions

1. Research additional information on mining towns. If available, visit a nearby mining town or take a “virtual tour” on the Doing History/Keeping the Past web site. Have individuals or groups research the following topics:
  - Chores
  - Clothing
  - Cost of living
  - Family life
  - Food
  - Housing
  - Jobs
  - Laws
  - Leaders
  - Music
  - Newspapers
  - Pastimes
  - Religion
  - Schools
  - Stories
2. Using the information, transform the classroom into a mining town. Designate areas for houses, places of business, and so forth.
3. Have each group prepare reports, murals, models, or dioramas of their topic.
4. Have a sharing day. Celebrate with typical foods.



## Chapter 9 Test

Matching; Written Response; Chart Completion

### Materials

- Student Sheet 54
- Discover Colorado* textbook
- Pencils

### Directions

1. Hand out Student Sheet 54.
2. For Part A, tell students to match words in the box to the phrases that best describe them. For Part B, have students answer the two questions in a summary paragraph. For Part C, have students place a check mark in the column to indicate if the town described is a mining town or a supply town.
3. Students may use the textbook to check for details.

### Test Answers

- A. 1. c   2. a   3. e   4. d   5. f
- B. Answers will vary.
- C. 1. Mining town  
2. Mining town  
3. Supply town  
4. Mining town  
5. Supply town  
6. Mining town

## Chapter 10

# FARMERS AND RANCHERS

### Historical Overview

Gold and silver mining was not Colorado's only attraction. Many of the new settlers became farmers and ranchers. Miners needed flour, meat, potatoes, beans, and fruit. Their horses needed hay and grain. Many newcomers decided they could make more money by raising food, animal feed, and cattle than by mining.

The farmers settled along the creeks and rivers of the piedmont region. For crops to grow in eastern Colorado's semi-arid climate, farmers had to irrigate their fields. In time, they also built large reservoirs to store water for the dry seasons.

The high plains region of eastern Colorado was well suited for cattle raising. Blue grama and buffalo grass came up each spring. The hot summers dried out the grass, which became natural hay for cattle to eat during the winter. During cycles of wet years, farmers also moved onto the plains. They tried to grow corn and wheat without irrigation. Most of these efforts failed when precipitation returned to normal. However, farmers did in time learn methods for conserving moisture that improved their chances of successful farming on the plains.

In 1880 the Ute Indians of western Colorado were removed to reservations in the Four Corners area. This opened the plateau and mesa region to farming. Farmers settled in the river valleys of the Western Slope to engage in irrigated farming and fruit growing.

### Learning Objectives

This chapter will enable students to know and do the following:

- identify the cash crops raised by Colorado farmers;
- describe the work and annual routine involved in "open-range" cattle raising;
- explain why a reliable source of water is important to Colorado farming;
- compare and contrast irrigated and dryland farming;
- describe the housing, family, and community life of farmers and ranchers;
- explain how agricultural settlement on the Western Slope affected the lives of the Ute Indians; and
- compare farming and cattle raising in Colorado in the past and present.



# Content Standards

The following Colorado Academic Standards for Social Studies are addressed in this chapter.

## 1. HISTORY

### Concepts and Skills Students Master

Standard 1. 1: Organize and sequence events to understand the concepts of chronology and cause and effect in history of Colorado.

Standard 1. 2: The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States.

### Evidence Outcome

Students can:

- Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado. (1.1.c)
- Describe the impact of various technological developments, including changes in farming methods. (1.2.d)

### Inquiry Questions

- What social and economic decisions caused people to locate in various regions of Colorado? (1.1.4)
- In what ways have geographic, economic, cultural, and technological changes influenced Colorado today? (1.2.1)

### Relevance and Application

- Individuals recognize important events and can put them in chronological order to understand cause and effect, such as the expansion of agricultural settlements in the river valleys and high plains of Colorado. (1.1)
- Technological developments continue to evolve and affect the present. For example, farmers overcame Colorado's semi-arid climate by using irrigation and dry land farming techniques. (1.2)

## 2. GEOGRAPHY

### Concepts and Skills Students Master

Standard 2.2: Connections within and across human and physical systems are developed.

### Evidence Outcomes

Students can:

- Explain how physical environments influenced and limited immigration into the state. (2.2.B)

### Inquiry Question

- What physical characteristics led various cultural groups to select the places they did for settlement in Colorado? (2.2.1)

### Relevance and Application

• Individuals and businesses consider geographic factors in making settlement decisions. For example, farmers settled first in the river valleys of Colorado because they needed water to irrigate their fields. (2.2)

## **3. ECONOMICS**

### Concepts and Skills Students Master

Standard 3.1: People respond to positive and negative incentives.

Standard 3.2: The relationship between choice and opportunity cost.

### Evidence Outcomes

Students can:

- Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives. (3.1.B)
- Analyze different choices and their opportunity costs. (3.2.b)

### Inquiry Question

- How have natural, human, and capital resources had both positive and negative impacts on the development of Colorado? (3.1.3)
- How do you know when you've made a good decision? (3.2.2)

### Relevance and Application

• Positive incentives influence behavior predictably over time. For example, responsible individuals save for the future and move for better job opportunities, as farmers did when they moved to Colorado. (3.1)

• Knowledge of the relationship between choice and opportunity cost leads to good decision making. For example, farmers decided that they could make a better living in Colorado despite incurring the costs of irrigating their fields. (3.2)

## **4. CIVICS**

### Concepts and Skills Students Master

Standard 4.2: The origins, structure, and functions of the Colorado government.

### Evidence Outcomes

Students can:

- Explain the historical foundation and the events that led to the formation of the Colorado government. (4.2.b)

### Inquiry Question

- What would Colorado be like without a state government? (4.2.3)

### Relevance and Application

- Knowledge of the origins, structure, and functions of Colorado's government provides for participation, influence, and benefits. For example, individuals can vote on ballot issues that affect taxes. (4.2)



## Materials Needed for Textbook Activities

- Notebooks
- Pencils
- Colorado map



## Key Words

- **Acre** (*a unit of measuring land. A square mile includes 640 acres.*)
- **Open Range** (*unfenced grassland owned by the federal government on which cattle grazed*)
- **Brand** (*an owner's mark burned into the hide of an animal with a hot iron*)
- **Sod** (*a section of grass-covered soil held together by their roots*)
- **Sorghum** (*a plant grown for its grain or as animal feed; also a source of syrup*)
- **Rural** (*having to do with the country rather than the city, or related to farming*)
- **Farmhand** (*a person, usually a man, who gets paid to work outdoors on a farm*)
- **Livestock** (*animals such as cattle, horses, or pigs raised for home use or to sell*)
- **Blacksmith** (*a person who shapes iron to make horseshoes and other useful items. He beats the hot iron on an anvil with a hammer.*)
- **Flour mill** (*a building in which wheat or other grain is ground into flour*)
- **Treaty** (*a written agreement between two or more states or between Indian tribes and the United States concerning trade, peace, or ownership of land*)
- **Merchant** (*a person who sells goods to customers, such as a shop owner or storekeeper*)

### ■ Key Words Activity: **Concept Circle**

#### Materials

- Student Sheet 55
- Pencils



## Directions

1. Distribute Student Sheet 55. Tell the students that they are to read the key words and place each of them in the section with the phrase that they think matches the word.
2. Collect their responses and save them for after they have read the chapter.

## Before You Read

Students will be scanning this chapter and looking carefully at the section headings, photos, captions, and the bold-printed words. Remind them that this is a strategy all good readers use when they preview nonfiction. Then, they are asked to pretend they are the author of the chapter, and give it a title. Encourage creativity, based on information they think they will encounter in the chapter.

## While You Read

Students will be using the Colorado map to find the river valleys of eastern Colorado. Then they will name the major cities located on these rivers and explain how they think rivers and cities are connected. A class discussion about why early towns and settlements were located near rivers will increase students' success with this activity. People settled near rivers in order to use the water personally (drinking and bathing), for irrigating crops, for watering livestock, for water transportation and energy, and, in the case of the miners, for gold. Businesses followed because there were people needing services who settled there. And so towns were born.

Students then will be describing both the advantages and disadvantages of raising "open-range" cattle by choosing a word or a phrase for each. This activity allows for practicing the important strategy of supporting opinions with quotes from the text.

The next activity asks students to complete sentences that are direct quotes from the "Plains Farming" section. These sentences are to be copied in their notebooks.

While reading "Families, Neighborhoods, and Communities," students will take turns reading each paragraph out loud with a partner, explaining in their own words what each paragraph says.

Students will be asked to respond to the section "The Utes and the Western Slope" by talking in small groups about their understanding of the authors' inference in the quote "The Meeker Massacre, as white people in Colorado called it . . ." If students have not had much practice identifying inference, this would be a good opportunity to talk about it.

While reading "Farming Today," students will make Venn diagrams in their notebooks in order to compare early farming in Colorado with farming today.



## After You Read

After skimming this chapter again, students will close their books and complete a two-column organizer in their notebook labeled “What’s Important” and “What’s Interesting.” A black-line master of this is included with this guide (Student Sheet 12). Remind students that only big or main ideas are for “What’s Important,” and little details are for “What’s Interesting.”

Students will then write five important questions they think a partner should be able to answer after reading this chapter. Then partners will work together to answer each other’s questions, using the text to check for accuracy.



## Key Words Revisited

### Materials

- New copies of Student Sheet 55
- Original copies of Student Sheet 55
- Pencils

### Directions

1. Have the students repeat Student Sheet 55.
2. Distribute the first completed copy of the activity. Have the students compare and discuss their two versions. Are they different? Ask students to find the words in the glossary and to make any adjustments needed on the second copy.



## Extension Activities

### ■ Time Line

The events this chapter presents take place between 1859 and the present. Have a class discussion about the placement of these events on the time lines. See the suggestions for entering many dates on time lines discussed in the Time Line activity, Chapter 7.

If you are completing one large class time line, assign groups or individuals to portray the events.

### ■ Challenges Chart

#### Materials

- Student Sheet 56 (Challenges Chart)
- Pencils and colored pencils

### Directions

1. Distribute Student Sheet 56. Explain that, at the bottom of the columns, the students are to list the challenges they think the early Colorado farmers and ranchers faced. Then they should fill in the squares with colored pencils, according to the degree of challenge. For instance, one challenge could be settlers having to build homes out of sod. This could get a rating of 4. A number of years of drought might get a rating of 10.
2. Compare the charts when students are finished. Did some students list challenges that others felt were unimportant? Discuss the differences.

## ■ Meeker

### Materials

- Discover Colorado* textbook
- Student Sheet 57
- Pencils

### Directions

1. Discuss the events that led up to the Meeker Massacre.
2. Distribute Student Sheet 57. Have the students answer the questions, using the textbook for help. Tell the students they must use complete sentences and as much detail as space allows.
3. Discuss the students' answers, especially number five.



## Chapter 10 Assessment

### ◆ Taking Sides

#### Materials

- Paper
- Pencils
- Access to the Doing History/Keeping the Past web site is highly recommended  
<http://hewit.unco.edu/dohist/> *Indians*
- Copies of the Performance Assessment Rubric (Student Sheet 58)

#### Directions

1. If the Doing History/Keeping the Past web site is available, have students research the Indians of Colorado and their conflicts with the settlers. If this is not possible, discuss this concept with the students, pointing out that settlement meant loss of land for the Indians, and threatened their ability to find food and live as they had lived for generations. Have students prepare for this assessment by creating a large Venn diagram comparing and contrasting the values and lifestyles of the Indians and the settlers.
2. Share the Performance Assessment rubric with the students (Student Sheet 58).

3. Divide the students into three groups by numbering them one through three.
4. Some students will be the Indians and some will be the settlers. Tell the groups that they will not know if they are settlers or Indians, so they have to prepare to defend both points of view.
5. Tell the students to spend time listing the reasons why they (as Indians) do not want to leave their land. Then they should list the reasons they feel (as farmers, ranchers, and miners) entitled to the land.
6. After they have thoroughly prepared both points of view, designate one group as Indians and one as settlers. The third group will serve as arbitrators.
7. Have the students make their final preparations. The two groups should then present their points of view in front of the arbitrators. Have the third group determine what is fair.



## Chapter 10 Test

Multiple Choice, Chart Completion, Written Response

### Materials

- Student Sheets 59a, b
- Discover Colorado* textbook
- Pencils

### Directions

1. Hand out Student Sheets 59a, b.
2. For Part A, tell students to choose the best answer to each question by filling in the bubble in front of it. For Part B, have students place a check in the correct box or boxes; some may get two checks. For Part C, have students choose to write about the point of view of a Plains or Ute Indian, or about the point of view of the early miners and settlers.
3. Students may use the textbook to check for details.

### Test Answers

A.

1. Crops farmers could sell to other settlers and miners
2. Turning cattle out to graze on the plains
3. To brand new calves
4. Towns settled by groups of people who planned the communities together

B. 1. River valleys

4. River valleys

7. Plains

2. Plains

5. River valleys

8. River valleys; plains

3. Plains

6. River valleys; plains

C. Answers will vary.

## Chapter 11

# CHANGING TIMES, 1890–1941



## Historical Overview

This chapter takes the history of Colorado into the twentieth century. It builds upon the preceding chapters, which focused on the people who had arrived by the 1890s. These early farmers, ranchers, and townspeople left a lasting imprint on the state. They established mining as a leading industry, made irrigated farming a success, and founded the settlements that became the major towns and cities of Colorado. The present chapter looks at what happened next.

Mining, a declining industry by 1890, made a comeback. Gold was discovered that year at Cripple Creek, which became the richest of all of Colorado's gold regions. Coal mining was a major industry during the early 1900s. Among the minerals that were important to the state's economy were tungsten and molybdenum.

The early 1900s were prosperous years for Colorado. People moved to towns and cities of the Front Range in greater numbers than before. The steel mills of Pueblo employed thousands of workers. Colorado Springs and other tourist centers prospered. The Denver area became the state's transportation and manufacturing hub. The first years of the new century also were good times for farmers, especially those who began raising sugar beets. Stock raisers also prospered. These good times continued into the 1920s.

The Great Depression brought hard times to Colorado, as it did to much of the United States. Everyone suffered from low prices, unemployment, and mortgage foreclosures. Farmers on the plains of eastern Colorado also had to contend with years of drought and dust storms.



## Learning Objectives

This chapter will enable students to know and do the following:

- identify major developments in mining in Colorado since 1890;
- explain the growth of cities and towns in Colorado during the first half of the twentieth century;
- describe changes in farming and ranching during that period;
- describe how everyday life changed in Colorado during the 1920s; and
- explain why Colorado experienced hard times during the 1930s.



# Content Standards

The following Colorado Academic Standards for Social Studies are addressed in this chapter.

## 1. HISTORY

### Concepts and Skills Students Master

Standard 1.1: Organize and sequence events to understand the concepts of chronology and cause and effect in history of Colorado.

Standard 1.2: The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States.

### Evidence Outcomes

Students can:

- Construct a timeline of events showing the relationship of events in Colorado history with events in United States and world history. (1.1.a)
- 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. (1.2.a)

### Inquiry Questions

- How have past events influenced present day Colorado and the Rocky Mountain region? (1.1.1)
- In what ways have geographic, economic, cultural, and technological changes influenced Colorado today? (1.2.1)

### Relevance and Application

- Individuals recognize important events and can put them in chronological order to understand cause and effect, such as how national developments correspond to local events in Colorado. (1.1)
- The context and information from the past is used to make connections and inform current decisions. For example, Colorado has had a history of boom and bust cycles that should influence the decisions of city and state planners. (1.2)

## 3. ECONOMICS

### Concepts and Skills Students Master

Standard 3.1: People respond to positive and negative incentives.

Standard 3.2: The relationship between choice and opportunity cost.

### Evidence Outcomes

Students can:

- Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives. (3.1.B)
- Analyze different choices and their opportunity costs. (3.2.b)

### Inquiry Question

- How have natural, human, and capital resources had both positive and negative impacts on the development of Colorado? (3.1.3)
- How do you know when you've made a bad decision? (3.2.3)

### Relevance and Application

- Positive incentives influence behavior predictably over time. For example, responsible individuals save for the future and move for better job opportunities, as farmers did when they moved to Colorado. (3.1)
- Knowledge of the relationship between choice and opportunity cost leads to good decision making. For example, farmers decided that they could make a better living in Colorado despite incurring the costs of irrigating their fields.

## 4. CIVICS

### Concepts and Skills Students Master

Standard 4.1: Analyze and debate multiple perspectives on an issue

### Evidence Outcomes

Students can:

- Discuss how various individuals and groups influence the way an issue affecting the state is viewed and resolved. (4.1.c)

### Inquiry Question

- How can government answer questions about issues in a state in various ways? (4.1.1)

### Relevance and Application

- The ability to critically analyze multiple perspectives for solutions allows for improved problem solving. For example, members of a social organization review multiple proposals to select a philanthropic cause for the year. (4.1)



## Materials Needed for Textbook Activities

- Discover Colorado* textbook
- Notebooks
- Pencils
- Sticky notes



## Key Words

- Coal
- Forges
- Steel mills
- Locomotives
- Hoed
- Feedlots
- Combines
- Iceboxes
- Streetcars
- Telegrams
- Dust Bowl

### ■ Key Words Activity: **Changing Times Cloze**

#### Materials

- Discover Colorado* textbook
- Student Sheet 60 (Chapter 11 Key Words)
- Pencils

#### Directions

1. Distribute Student Sheet 60. Read the list of key words together.
2. Tell the students that the sentences are taken from Chapter 11 in *Discover Colorado* and that each of the key words belongs in one of the sentences.
3. Partners should work together to supply the missing words.
4. Tell the students to save this activity because they will be able to adjust their answers after reading Chapter 11.



## Before You Read

Students will be making a two column chart in their notebooks, first in order to list changes they predict they'll read about in this chapter, and afterwards to provide topics to write about and



to remember. The purpose of this activity is to give students practice in using skimming skills to make predictions about content. Tell the students that the second column will be used in the After You Read activity.

## While You Read

In the “Mining” section students are asked to use the photo-reading skills they’ve developed to compare coal mining with earlier gold and silver mining they read about in Chapter 9. Students may need to return to the photos of that chapter as they compare and discuss with a partner.

The important skill of recognizing and understanding *inference* is practiced in the “Urban Growth” section. Students are given a quote from the text, “The railroads were one of the state’s biggest employers,” and then asked to comment and discuss how railroads affected urban growth.

In the “Farming and Ranching” section, students will make another two column organizer. This time they will take notes on “Important Points” in this section and record their personal responses to each.

“Good Times in the ‘Twenties” has students write three questions they have about the 1920s on sticky notes. After reading, partners or small groups can share questions and attempt to answer them for each other.

Students will be sketching two scenes in their notebooks while reading “Colorado During the Great Depression.” The first sketch will be of a Colorado farm in the early 1900s. The second sketch will depict farming in Colorado during the Great Depression. Students are asked to write descriptions under the sketches.

## After You Read

Students will be returning to the “Before You Read” two-column chart in their notebooks. If students want to add an interesting change they didn’t notice while skimming, allow them to do so. Then students will select the change from the left-hand column that most interests them and write about it in the column on the right.

Students are then asked to choose one important idea from this chapter to remember. They are asked why it’s worth remembering, and what the best way to remember it is. You may want the students to answer these questions in their notebooks, or discuss them with other students. This activity is meant to focus students on one important change that occurred during this time, in a half century of many changes.



## Key Words Revisited

### Materials

- Saved Student Sheet 60
- Pencils

### Directions

1. Have students review the “Key Words” activity they completed before reading the chapter.
2. Tell them they should change any words they think were placed in the wrong sentence.
3. Have students work in small groups to compare their answers.



## Extension Activities

### ■ Time Line

#### Materials

- Individual or group time lines (initiated in Chapter 3 Extension Activities)
- Pencils
- Colored pencils
- Chart paper
- Markers

#### Directions

This chapter includes information from A.D. 1890 to 1941.

1. Have students help you list the important events discussed in this chapter. Discuss the placement of these events on the time lines. See the suggestions for entering many dates on time lines discussed in the “Time Line” activity, Chapter 7.
2. If you are completing one large class time line, assign groups or individuals to portray the events.

### ■ My Town

#### Materials

- Student Sheet 61
- Pencils
- Access to information about the town or city in which your students live

#### Directions

1. Distribute Student Sheet 61.

2. Tell students they will be researching the settlement of a nearby town or the town in which they live. They should use the questions and suggestions from the Student Sheet to get them started.
3. By now, students should be familiar with taking notes in their notebooks. Have them create their own graphic organizer to record the information they find.
4. When they have finished gathering information, have students write a multi-paragraph, descriptive essay about their town and its history.

## ■ Changes

### Materials

- Student Sheet 62 (Changes chart)
- Discover Colorado* textbook
- Pencils

### Directions

1. Distribute Student Sheet 62. Tell the students they may use the textbook for this activity.
2. Before beginning, talk about examples of changes that impact our lives; i.e., weather, new inventions, higher gas prices, and so forth. Are they negative or positive changes?
3. Ask students to think about how the changes written about in Chapter 11 may have impacted the lives of the people that lived through them, and then complete the chart following the directions.

## ■ All Aboard!

### Materials

- Internet resources or local Chamber of Commerce information

### Directions

1. Find the closest railroad to your community. Have the students find out where it comes from and where it goes. What does it transport? How many trains pass through the community each day?
2. How many students have ridden on a train? Compare the cost of train travel to car or air travel.
3. Discuss the other types of transportation for people and commodities—i.e., bus, truck, trolley, subway, light rail, and so forth. How many students have been on these forms of transportation?
4. If students could build a railroad, trolley, light rail, or subway that would serve their community, where would it go?



## Chapter 11 Assessment

### ◆ Changing Times Essay

#### Materials

- Student Sheets 63, 64a, 64b, 64c, 65
- Lined paper
- Pencils
- Discover Colorado* textbook
- Notebooks

#### Directions

1. Distribute Student Sheet 63.
2. Tell the students they will be writing an essay about the changes that occurred in Colorado between 1890 and 1941. They should use the focus questions on Student Sheet 63 to guide them, and their notebooks and textbook for details.
3. Emphasize that these resources are for guidance only, not for copying.
4. Have students spend time filling in the outline provided (Student Sheets 64a, b, and c).
5. Distribute Student Sheet 65 (Changing Time Essay Rubric). Discuss the requirements, then tell students to use what they know about the writing process (first draft, revision, editing, final copy, proofreading) to complete a finished product for evaluation.



## Chapter 11 Test

#### Written Response

#### Materials

- Student Sheet 66
- Discover Colorado* textbook
- Pencils

#### Directions

1. Hand out Student Sheet 66.
2. For Part A, tell students to list some of the changes to early Colorado from 1890 through the 1920s under the topics listed. For Part B, have students write five sentences about what happened during the Great Depression.
3. Students may use the textbook to check for details.

#### Test Answers

- A. Answers will vary.
- B. Answers will vary.

## Chapter 12

# RECENT TIMES, 1941–2000

### Historical Overview

This chapter links depression-era Colorado to the present. The Great Depression ended during World War II, as large-scale military spending revived the state's slumping economy. The years since then, generally speaking, have been remarkably prosperous ones.

The mining industry is a major exception. Despite its early-twentieth century revival, mining has declined in recent times. Most of the gold has been mined out and most of the state's coal mines have shut down. Colorado's uranium deposits were in great demand during the 1950s, but that boom was short-lived.

Agriculture continues to prosper. Farmers grow more acres of irrigated crops than they did half a century ago. Diversion tunnels bring water from west of the Continental Divide to the piedmont region. Farmers on the high plains pump water from deep wells to irrigate their once-parched fields.

The manufacturing and service industries have also prospered since World War II. Colorado has become a provider of computer parts and other high-tech equipment. Its service sector has continued to provide financial, personal, and communications services to a growing population.

This chapter places special emphasis on the growth of tourism and recreation since World War II. The state's remarkable landscape and climate have always attracted sightseers and health seekers. Colorado is known worldwide as a tourist destination, especially for winter sports.

### Learning Objectives

This chapter will enable students to know and do the following:

- describe the role Colorado played in defending the nation during World War II;
- identify major demographic and economic changes in Colorado since World War II;
- identify changes in mining, farming, and city life in Colorado since the war;
- explain the role of returning war veterans in developing the ski industry in Colorado; and
- describe the tourist and recreational opportunities that Colorado offers today.



# Content Standards

The following Colorado Academic Standards for Social Studies are addressed in this chapter.

## 1. HISTORY

### Concepts and Skills Students Master

Standard 1.1: Organize and sequence events to understand the concepts of chronology and cause and effect in history of Colorado.

Standard 1.2: The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States.

### Evidence Outcomes

Students can:

- Construct a timeline of events showing the relationship of events in Colorado history with events in United States and world history. (1.1.a)
- 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. (1.2.a)

### Inquiry Questions

- How have past events influenced present day Colorado and the Rocky Mountain region? (1.1.1)
- In what ways have geographic, economic, cultural, and technological changes influenced Colorado today? (1.2.1)

### Relevance and Application

- Individuals recognize important events and can put them in chronological order to understand cause and effect, such as how national developments correspond to local events in Colorado. (1.1)
- The context and information from the past is used to make connections and inform current decisions. For example, Colorado has had a history of boom and bust cycles that should influence the decisions of city and state planners. (1.2)

## 2. GEOGRAPHY

### Concepts and Skills Students Master

Standard 2.2: Connections within and across human and physical systems are developed.

### Evidence Outcomes

Students can:

- Explain how physical environments influenced and limited immigration into the state. (2.2.b)

### Inquiry Question

- How does human activity affect the environment? (2.2.4)

### Relevance and Application

- Individuals and businesses consider geographic factors in making settlement decisions. For example, farmers settled first in the river valleys of Colorado because they needed water to irrigate their fields. (2.2)

## **3. ECONOMICS**

### Concepts and Skills Students Master

Standard 3.1: People respond to positive and negative incentives.

Standard 3.2: The relationship between choice and opportunity cost.

### Evidence Outcomes

Students can:

- Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives. (3.1.b)
- Analyze different choices and their opportunity costs (3.2.b)

### Inquiry Question

- How have natural, human, and capital resources had both positive and negative impacts on the development of Colorado? (3.1.3)
- How do you know when you've made a good decision? (3.2.2)

### Relevance and Application

- Positive incentives influence behavior predictably over time. For example, responsible individuals save for the future and move for better job opportunities, as farmers did when they moved to Colorado. (3.1)
- Knowledge of the relationship between choice and opportunity cost leads to good decision making. For example, farmers decided that they could make a better living in Colorado despite incurring the costs of irrigating their fields. (3.2)

## **4. CIVICS**

### Concepts and Skills Students Master

Standard 4.2: The origins, structure, and functions of the Colorado government.

### Evidence Outcomes

Students can:

- Describe how the decisions of the state government affect local government and interact with federal law. (4.2.e)

### Inquiry Question

- Why is Colorado's Constitution important to individuals? (4.2.1)

### Relevance and Application

- Technology helps to investigate resources and ask for government support and services. For example, someone wanting to open a restaurant can visit the Department of Health website to get information. (4.2)



## Materials Needed for Textbook Activities

- Discover Colorado* textbook
- Notebooks
- Pencils
- One-half sheet of copy paper for each student
- World wall map or atlas
- Dictionaries



## Key Words

- World War II
- Factories
- Artillery shells
- Nerve gas
- Uranium
- Nuclear power
- Dams
- Resort
- National Parks
- Rafting
- Kayaking
- Fossils

### ■ Key Words Activity: **What's My Category?**

#### Materials

- Chart paper
- Markers

#### Directions

1. List all of the key words in the chapter on chart paper.
2. Divide the class into groups of four, and give each group access to several sheets of chart paper and markers.
3. Tell the students they will be working with group members to arrange the list of key words into categories.
4. Students should decide what each group of words has in common and choose titles for each category.
5. Allow time for groups to share their work, and tell the students they will be revisiting this activity after reading the chapter.





## Before You Read

Students are asked to scan the photos in this chapter before writing questions they predict the chapter will answer, and questions they hope the chapter will answer. They will be listing the clues they found in the photos that led them to the questions they chose. Encourage students to use their photo-reading skills to look for clues that aren't so obvious. This will prepare them to ask more meaningful questions.



## While You Read

The activity for the “World War II” section tells students to make four bookmarks by cutting a half piece of paper into four equal parts. These bookmarks each have a purpose as students read about a part of our history that they may find confusing or concerning. Students are asked to write about something interesting on Bookmark 1, something confusing on Bookmark 2, a word they think the whole class needs to talk about on Bookmark 3, and on Bookmark 4 students are asked to write what they think would have been the most difficult part about living in Colorado during the war. If time allows, give students opportunity to discuss their bookmarks after reading this section.

In the section “Colorado Since World War II” students will be asked to think about why our state attracts so many new residents. They will be using a world map to locate the countries mentioned in this section, along with other geographic information about these countries so that they can compare them to Colorado. This section provides a good opportunity for discussion about immigration, and about all that Colorado offers to new residents from around the world.

Students will be choosing five words they are not sure they understand from the section “Mining, Farming, and City Life.” As they read, they should jot down context clues that might help with understanding, and then find the definitions for these words in the glossary or a dictionary and write them in their notebooks.

While reading about “Tourism and Recreation,” students will be working with a partner, taking turns reading and retelling what they have read.



## After You Read

Students will be asked to complete two activities after reading this chapter. First, they will be imagining what Colorado would be like without mountains. Remind the students to think beyond the physical—what our state would look like—and think of how having no mountains would affect such issues as water, industry, tourism, farming and ranching, mining, weather, and so forth. Students are asked to write a paragraph about this and to illustrate their descriptions.

Next, students will be sketching the part of this chapter that they found to be most important. Ask students to think deeply and personally about this, and to be ready to share the personal connections they have to the topic they chose.



## Key Words Revisited

### Materials

- Chart paper saved from the “What’s My Category” activity
- New chart paper
- Markers

### Directions

1. Have groups of students repeat the process in the initial “Key Words” activity on new sheets of chart paper.
2. Have the students compare the results. Would they rearrange any of the words now that they’ve read the chapter? Would they rename any of the categories?



## Extension Activities

### ■ Time Line

#### Materials

- Individual or group time lines (initiated in Chapter 3 Extension Activities)
- Pencils
- Colored pencils

#### Directions

This chapter includes information from A.D. 1941 to 2000.

1. Have students help you list the important events discussed in this chapter. See the suggestions for entering many dates on time lines discussed in the “Time Line” activity, Chapter 7.
2. If you are completing one large class time line, assign groups or individuals to portray the events.

### ■ Colorado’s National Parks

#### Materials

- Discover Colorado* textbook
- Library and Internet resources
- Colorado tourism brochures from travel agencies
- Colorado road maps
- Paper
- Pencils
- Rulers

- ❑ White copy paper
- ❑ Colored pencils
- ❑ Student Sheet 67 (Colorado’s National Parks Project Requirements)

### Directions

1. Ask students to find and read the paragraph in Chapter 12 that discusses Colorado’s four national parks.
2. Divide the class (by interest or teacher preference) into four groups:
  - a. Rocky Mountain National Park
  - b. Mesa Verde National Park
  - c. Sand Dunes National Park
  - d. Black Canyon of the Gunnison National Park
3. Tell students they will be planning a travel brochure for tourists visiting Colorado. The tourists will be arriving at Denver International Airport, traveling by car to the national park the students have been assigned, and exploring for a few days in the Park.
4. Provide students with Colorado travel brochures from travel agencies, or have students write to request them from the agencies. Students may use these as examples to follow, and may cut out pictures to use on their own travel brochures.
5. Hand out Student Sheet 67. Explain the requirements for this project.
  - a. Research the national park you’ve been assigned. Use library books, Internet resources, and information from travel agencies. Take notes on the things you think would be of interest to tourists (interesting sites, animal and plant life, things for tourists to do in the park, and so forth).
  - b. Use resources to plan and design a tri-fold tourist brochure advertising your national park. Be sure to include colorful examples of sites, activities, and animal and plant life on your brochure. You may also want to include information about camping or other accommodations in or near the Park.
  - c. Create your own trip map from DIA to the national park. Use a Colorado road map for a resource, but plan, draw, and color a route, indicating highway numbers, towns, and other identifying sites on the route. Attach this trip map to your tri-fold brochure.
6. Give students the opportunity to display and share their travel brochures.

## ■ Our Ideal Community

### Materials

- Chart paper and markers
- Library resources
- Paper
- Pencils
- Poster paper
- Markers. Colored pencils

### Directions

1. Have the students brainstorm characteristics of an ideal community. Consider access to transportation, schools, clean air, water, food sources, medical care, healthy lifestyle choices, entertainment, and so forth.
2. Sort these into characteristics that apply to small towns, big cities, farms, ranches, or mountain homes. Some characteristics will fit in all categories.
3. Place students into work groups according to the community they prefer.
4. Have them design the ideal community. They should map the community, describe its features, and address the qualities they most value in creative ways.
5. Have the groups share their designs.



## Chapter 12 Assessment

### ◆ Colorado Wrap-Up!

#### Materials

- Discover Colorado* textbook
- Library Resources (school and public)
- Local historical society media and print
- Paper
- Pencils
- Dictionaries
- Various materials as needed
- Student Sheet 68 (Exhibit Rubric)
- Student Sheet 69 (Exhibit Planning Guide)

## Directions

1. In addition to its use as an assessment for Chapter 12, *Colorado Wrap-Up!* will serve as a review of the entire year of studying Colorado history. The class will be investigating their own community's history, compiling a variety of artifacts and reports into exhibits that explain the history of the area. Divide the class into partner investigation groups.
2. Begin by brainstorming with the class all the topics that could be investigated by reviewing the table of contents of the textbook. Have students use their notebooks to record the chapter titles, to indicate their relevance to your community, and for brief note taking. Topics include:
  - a. The Regions of Colorado
  - b. Colorado Life Zones
  - c. Early Hunters of Colorado
  - d. Basketmakers and Pueblo Dwellers
  - e. The Ute Indians
  - f. The Plains Indians
  - g. The Pathfinders
  - h. Hispanic Settlers
  - i. Gold and Silver Miners
  - j. Farmers and Ranchers
  - k. Changing Times
  - l. Recent Times 1941–2000
3. Use the libraries, the historical society, and the Internet to create a time line for your own community. Include what you know about the land and the area's residents before European settlement, the town's date of birth, what brought various groups of people to the area for settlement, businesses, key leaders, changes, and so forth.
4. Have the students choose individual topics and questions to research. Allow time for research.
5. Review the requirements for exhibits by showing students the rubric you will use to evaluate their exhibit (Student Sheet 68). Then, give students the Exhibit Planning Guide (Student Sheet 69).
6. Allow time for the creation of the exhibits.
7. Plan a day to bring all the exhibits together in a classroom museum. Invite parents, school administration, and the community to attend. Have each student serve as a guide to his/her exhibit.
8. Evaluate the students' work using the Exhibit Rubric (Student Sheet 69).



## Chapter 12 Test

Written Response

### Materials

- Student Sheet 70
- Discover Colorado* textbook
- Pencils

### Directions

1. Hand out Student Sheet 70.
2. For all parts (A, B, C, and D), students are asked to write their responses.
3. Students may use the textbook to check for details.

### Test Answers

A, B, C, D: Test answers will vary.

# BIBLIOGRAPHY

## Teacher Resources

- Bachus, Harriet Fish. *Tomboy Bride*. Boulder, Colo.: Pruett Publishing, 1969.
- Coel, Margaret. *Chief Left Hand*. Norman, Okla.: University of Oklahoma Press, 1981.
- Crum, Sally. *People of the Red Earth*. Santa Fe, N.M.: Ancient City Press, 1996.
- Crutchfield, James. *It Happened in Colorado*. Guilford, Conn.: Globe Pequot Press, 1993.
- Ellis, Anne. *The Life of An Ordinary Woman*. Lincoln, Neb.: University of Nebraska Press, 1980.
- Krudwig, Vickie Leigh. *Searching For Chipeta*. Golden, Colo.: Fulcrum Press, 2004.
- Lamb, Susan. *Mesa Verde National Park*. Mariposa, Calif.: Sierra Press, 1999.
- Marsh, Charla. *People of the Shining Mountains*. Boulder, Colo.: Pruett Publishing, 1982.
- Mutel, Cornelia, and Emerick, John. *From Grassland to Glacier*. Boulder, Colo.: Johnson Books, 1992.
- Ubbelohde, Carl, Maxine Benson, and Duane Smith. *A Colorado History*. Boulder, Colo.: Pruett Publishing, 2001.
- Wills, Charles A. *An Historical Album of Colorado*. Brookfield, Conn.: The Millbrook Press, 1996.
- Yue, Charlotte and David. *The Pueblo*. Wilmington, Mass.: Houghton Mifflin, 1986.

## Student Resources

- Arnold, Caroline. *The Ancient Cliff Dwellers of Mesa Verde*. Wilmington, Mass.: Clarion Books, 1992.
- Avi. *The Secret School*. New York, N.Y.: Scholastic, 2001.
- Ayer, Eleanor H. *Celebrate the States COLORADO*. New York: Benchmark Books, 1997.
- Ayer, Eleanor. *The Colorado Chronicles*. Frederick, Colo.: Jende-Hagan Bookcorp, 1980–1984.
- Bacon, Melvin, and Blegen, Daniel. *Bent's Fort*. Brookfield, Conn.: Millbrook Press, 1995.
- Baylor, Byrd. *When Clay Sings*. New York, N.Y.: Aladdin Paperbacks, 1987.
- Bouchard, David. *If you're not from the prairie...* New York, N.Y.: Aladdin Paperbacks, 1998.
- Bunting, Eve. *Cheyenne Again*. Wilmington, Mass.: Clarion Books, 1995.
- Downing, Sybil, and Valentine, Jane. *Colorado Heritage Series*. Boulder, Colo., Pruett Publishing.
- Elias, Megan. *World Almanac: Colorado*. Strongsville, Ohio: World Almanac Library, 2005.
- Finley, Mary Peace. *Little Fox's Secret—The Mystery of Bent's Fort*. Palmer Lake, Colo.: Filter Press, 1999.
- Finley, Mary Peace. *Meadow Lark*. Palmer Lake, Colo.: Filter Press, 2003.
- Finley, Mary Peace. *Soaring Eagle*. Palmer Lake, Colo.: Filter Press, 1998.
- Finley, Mary Peace. *White Grizzly*. Palmer Lake, Colo.: Filter Press; 2000.
- Flanagan, Alice. *A True Book—The Pueblos*. Danbury, Conn.: Children's Press, 1998.
- Fradin, Dennis Brindell. *From Sea to Shining Sea—Colorado*. Danbury, Conn.: Children's Press, 1995.
- Freedman, Russell. *Cowboys of the Wild West*. Wilmington, Mass.: Clarion Books, 1985.
- Friggins, Myriam. *Tales, Trails and Tommyknockers*. Boulder, Colo.: Johnson Books, 1979.
- Goble, Paul. *The Return of the Buffaloes*. Westchester, Ohio: National Geographic, 1996.
- Hobbs, Will. *Beardance*. New York, N.Y.: Aladdin Paperbacks, 1993.
- Hobbs, Will. *Bearstone*. New York, N.Y.: Aladdin Paperbacks, 2004.
- Hobbs, Will. *Kokopelli's Flute*. New York, N.Y.: Aladdin Paperbacks, 1995.
- Hoyt-Goldsmith, Diane. *Pueblo Storyteller*. New York, N.Y.: Holiday House, 1991.
- Kalman, Bobbie. *A One-Room School (Historic Communities)*. New York, N.Y.: Crabtree Publishing, 1994.
- Kalman, Bobbie. *Life in a Plains Camp*. New York, N.Y.: Crabtree Publishing Co, 2001.
- Kalman, Bobbie. *Life in a Pueblo*. New York, N.Y.: Crabtree Publishing Co, 2003.
- Kalman, Bobbie. *Life in the Old West—Boomtowns of the West: A Bobbie Kalman Book*. New York, N.Y.: Crabtree Publishing Co., 1999.
- Kalman, Bobbie. *Life in the Old West—Homes of the West: A Bobbie Kalman Book*. New York, N.Y.: Crabtree Publishing Co., 1999.

- Kalman, Bobbie. *Life in the Old West—Life on the Ranch: A Bobbie Kalman Book*. New York, N.Y.: Crabtree Publishing Co., 1999.
- Kalman, Bobbie. *Life in the Old West—Life on the Trail: A Bobbie Kalman Book*. New York, N.Y.: Crabtree Publishing Co., 1999.
- Kalman, Bobbie. *Life in the Old West—The Gold Rush: A Bobbie Kalman Book*. New York, N.Y.: Crabtree Publishing Co., 1999.
- Kalman, Bobbie. *Life in the Old West—The Wagon Train: A Bobbie Kalman Book*. New York, N.Y.: Crabtree Publishing Co., 1999.
- Kalman, Bobbie. *Life in the Old West—Who Settle the West?: A Bobbie Kalman Book*. New York, N.Y.: Crabtree Publishing Co., 1999.
- Kalman, Bobbie. *Nations of the Plains*. New York, N.Y.: Crabtree Publishing Co., 2001.
- Kalman, Bobbie. *Nations of the Southwest*. New York, N.Y.: Crabtree Publishing Co., 2003.
- Keegan, Marcia. *Pueblo Boy*. New York: Cobblehill Books, 1991.
- Keegan, Marcia. *Pueblo Girls*. Santa Fe, N.M.: Clear Light Publishers, 1999.
- Kehoe, Stasia Ward. *I Live in the Mountains*. New York, N.Y.: The Rosen Publishing Co., 2000.
- Krudwig, Vickie Leigh. *Hiking Through Colorado History*. Englewood, Colo.: Westcliff Publishing, 1998.
- la Pierre, Yvette. *Welcome to Josefina's World 1824; The American Girls Collection*. Middleton, Wisc.: Pleasant Company Publications, 1999.
- Lawlor, Laurie. *American Sisters—Crossing the Colorado Rockies 1864*. New York, N.Y.: Minstrel Book, Pocket Books Publishers, 1999.
- McLuskey, Krista. *A Kid's Guide to American States—Colorado*. New York, N.Y.: Weigl Publishers Inc., 2001.
- Moody, Ralph. *Little Britches*. Lincoln, Neb.: University of Nebraska Press, 1991.
- Osborne, Mary Pope. *Adaline Falling Star*. New York, N.Y.: Scholastic Inc., 2000.
- Patent, Dorothy Hinshaw. *Homesteading—Settling America's Heartland*. New York, N.Y.: Walker and Co., 1998.
- Petersen, David. *A New True Book—Dinosaur National Monument*. Danbury, Conn.: Children's Press, 1995.
- Peterson, David. *A New True Book—The Anasazi*. Danbury, Conn.: Children's Press, 1991.
- Rennicke, Jeff. *Colorado Wildlife*. Denver, Colo.: Falcon Press, 1996.
- Russell, Marion /Adapted by Ginger Wadsworth. *Along the Santa Fe Trail: Marion Russell's Own Story*. Morton Grove, Ill.: Albert Whitman and Co., 1993.
- Schlissel, Lillian. *Black Frontiers*. New York, N.Y.: Simon and Schuster Books for Young Readers, 1995.
- Shaughnessy, Diane. *Chief Ouray—Ute Peacemaker*. Jack Carpenter; New York, N.Y.: The Rosen Publishing Group, Inc., 1997.
- Simmons, Marc. *Friday the Arapaho Boy*. Albuquerque, N.M.: University of New Mexico Press, 2004.
- Thompson, Kathleen. *Portrait of America: Colorado*. Orlando, Fla.: Steck-Vaughn, 1991.
- Trimble, Stephen. *The Village of Blue Stone*; MacMillan Publishing Co., 1990.
- Warren, Scott. *Cities in the Sand*. San Francisco, Calif.: Chronicle Books, 1992.
- Wroble, Lisa A. *Kids in Pioneer Times*. New York, N.Y.: The Rosen Publishing Group, Inc., 1997.
- Young, Mary Taylor. *On the Trail of Colorado Critters*. Denver, Colo.: Denver Museum of Natural History, 2000.

## Web Sites:

- <http://geography.unco.edu/mapco/>
- <http://www.hewit.unco.edu/dohist/>
- <http://wildlife.state.co.us/WildlifeSpecies/Profiles>
- <http://www.state.co.us/kids/history.htm>
- <http://www.nps.gov/beol/>
- [http://www.cpluhna.nau.edu/People/ute\\_indians.htm](http://www.cpluhna.nau.edu/People/ute_indians.htm)
- <http://www.nps.gov/meve/>
- <http://www.coloradohistory.org/kids/kidsbios.htm>
- <http://www.coloradohistory.com>
- <http://www.desertusa.com>
- <http://memory.loc.gov/ammem/award97/codhtml/hawphome.html>



*Discover*  
**COLORADO**

**Student Sheets  
&  
Transparencies**

## My Expository Paragraph CHECKLIST

### How I Know I'm Proficient

#### **Ideas:**

- My topic is obvious, and I support it with meaningful details.

#### **Organization:**

- My paragraph has a topic sentence. I use transition words to show sequence. I have reasons, facts, or examples to support my topic and a conclusion that wraps everything up.

#### **Voice:**

- The way I write tells my reader that I'm interested enough in my topic that I do more than just list facts.

#### **Word Choice:**

- I use interesting words that I understand, but I don't repeat them over and over.

#### **Sentence Fluency:**

- My sentences are different lengths, and they fit together as if I were speaking them.

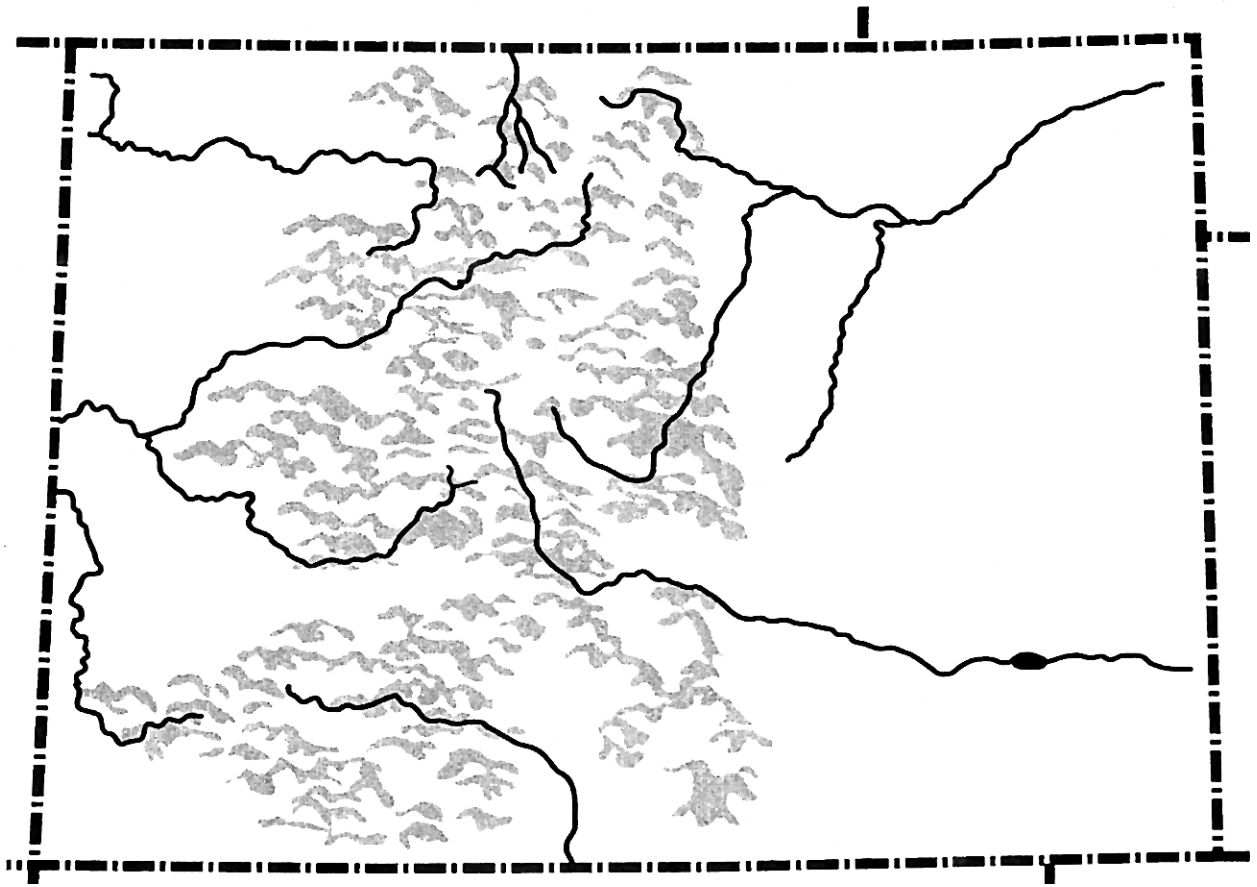
#### **Conventions:**

- Any mistakes in punctuation, capitalization, spelling, and grammar do not keep my readers from understanding my paragraph, or reading it easily.

## Colorado Rivers

### Directions

Use a Colorado map to name these rivers.



## River Riddles

### Directions

Solve these riddles by studying the map below. Write your answers in the blanks.

1. You may see me near Alamosa, Colorado. I make a boundary between the United States and Mexico. What is my name?

\_\_\_\_\_

2. Bent's Fort was built near me. I am in the southeastern part of the state.

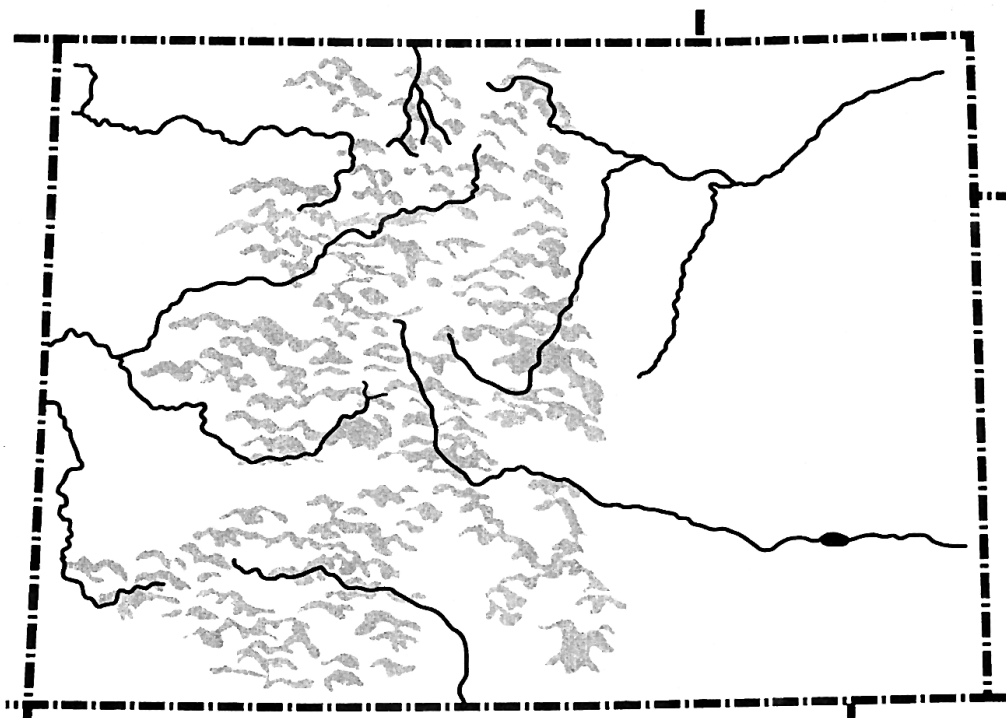
\_\_\_\_\_

3. I have a twin in the north. It joins me as we move to the northeast and into Nebraska. I lose part of my name in Nebraska. I run through Denver.

\_\_\_\_\_

4. My name means color—red. From Colorado, I flow into Arizona and through the Grand Canyon. I start in the Rockies and flow down the Western Slope.

\_\_\_\_\_



## Comparing Distances

### Directions

Use a Colorado map and a ruler to measure the distances between your hometown and the following places in Colorado. If one of the places is your hometown, write zero in that blank.

1. Your town to Leadville: \_\_\_\_\_ miles.
2. Your town to Denver: \_\_\_\_\_ miles.
3. Your town to Craig: \_\_\_\_\_ miles.
4. Your town to Lamar: \_\_\_\_\_ miles.
5. Your town to Durango: \_\_\_\_\_ miles.
6. Your town to Fort Morgan: \_\_\_\_\_ miles.
7. Your town to Colorado Springs: \_\_\_\_\_ miles.
8. Your town to Grand Junction: \_\_\_\_\_ miles.
9. Your town to Burlington: \_\_\_\_\_ miles.
10. Your town to Trinidad: \_\_\_\_\_ miles.

### Directions

In the following space, give directions for finding your hometown from Denver International Airport. Include the following as needed:

highway names	highway numbers	landmarks
number of miles	street names	directions (north, south, east, west)

and any other information needed.

For a bonus, give directions to your house.

---



---



---



---

## Finding the Urban Corridor

### Directions

Use a Colorado map to find the following cities:

- Fort Collins
- Denver
- Colorado Springs
- Pueblo

Place large red dots on this map where these cities are located. Label the dots with each city's name. Find four other cities in the urban corridor. Mark and label them on the map.



## Colorado Relief Map CHECKLIST

- I've placed cardinal directions on my map.
  
- I've molded my dough so it's easy to see the high plains, piedmont, mountains and valleys, mountain parks, and plateau regions of Colorado.
  
- I've painted the four regions of Colorado so that they are obvious, but light enough for me to show rivers and cities.
  
- I've drawn and labeled these four major rivers: South Platte, Arkansas, Rio Grande, Colorado.
  
- I have marked and labeled at least four major cities.

## Salt Dough Recipe

(makes enough for one student)

### Bowl

2 cups flour

1 cup salt

2 tablespoons cooking oil

3/4 cup water

1. Mix the flour and salt together in a bowl.
2. Add the oil to the water.
3. Pour the water mixture slowly into the flour mixture, kneading with your hands until it becomes soft and doughy. (If it is sticky, add more flour. If it is dry, add a little more water.) You should be able to form mountains and valleys that hold their shape with your dough!

This dough does not need cooking. Just place it in a little plastic bag so it will remain pliable for the project.

After the Colorado relief map has been formed, allow two to three days for the salt dough to dry before painting.







### Chapter 1 Test

1. Geographers divide Colorado into four regions. Fill in the bubbles next to the names of the four regions:

- Continental Divide
- Mountains and Parks
- Piedmont
- The Grand Valley
- High Plains
- Rio Grande River
- Western Plateaus

2. Match the following terms and places with the correct descriptions.

A. Continental Divide

D. Western Plateaus

B. High Plains

E. Piedmont

C. Mountain Parks

F. Urban Corridor

\_\_\_ These are stretches of grass-covered land or valleys found within mountain ranges.

\_\_\_ This is an imaginary line that runs the length of the continent. Moisture falling on the east side flows into rivers flowing east and south, and into the Gulf of Mexico. Run-off from the west side flows into the Colorado River and, eventually, the Pacific Ocean.

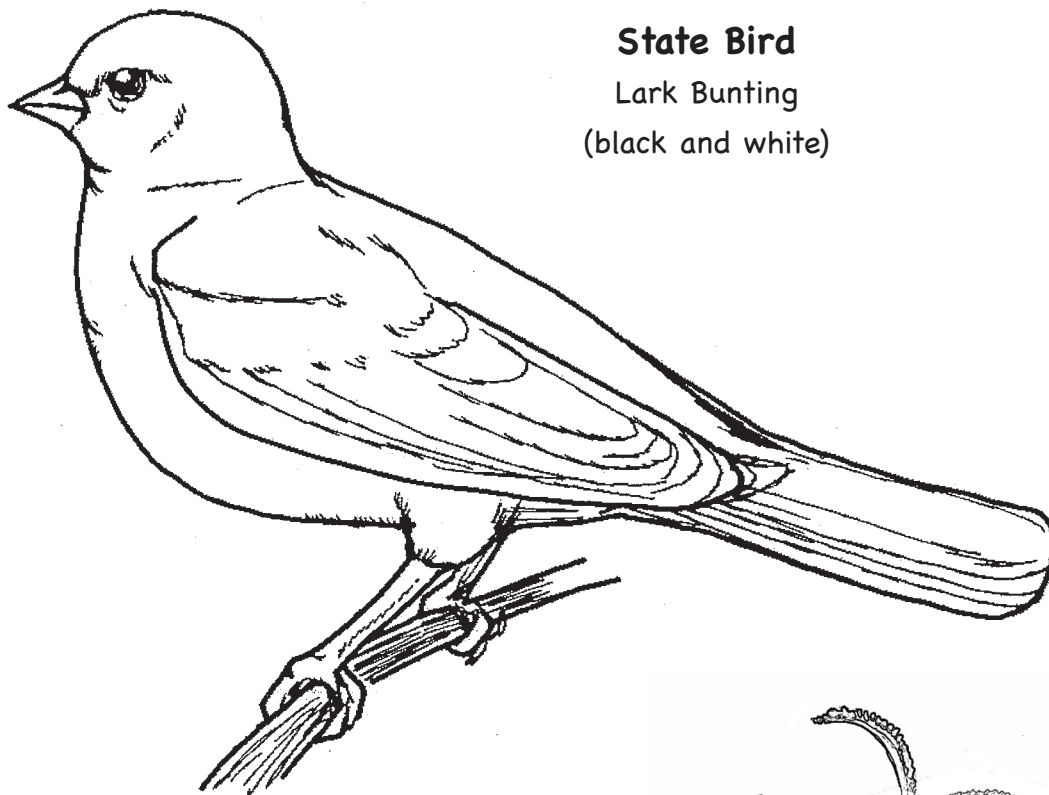
\_\_\_ These are nearly level highlands, with high, flat-topped mesas, deep valleys, and canyons, and may be the meeting place of rivers.

\_\_\_ These are gently rolling grasslands that rise in elevation as they approach the mountains.

\_\_\_ This is a broad strip of land that extends north to south where most of Colorado's large cities are located.

\_\_\_ This region lies at the foot of the mountains and along major river valleys in Colorado.

3. Write a paragraph explaining why the mountains are an important resource for Colorado.



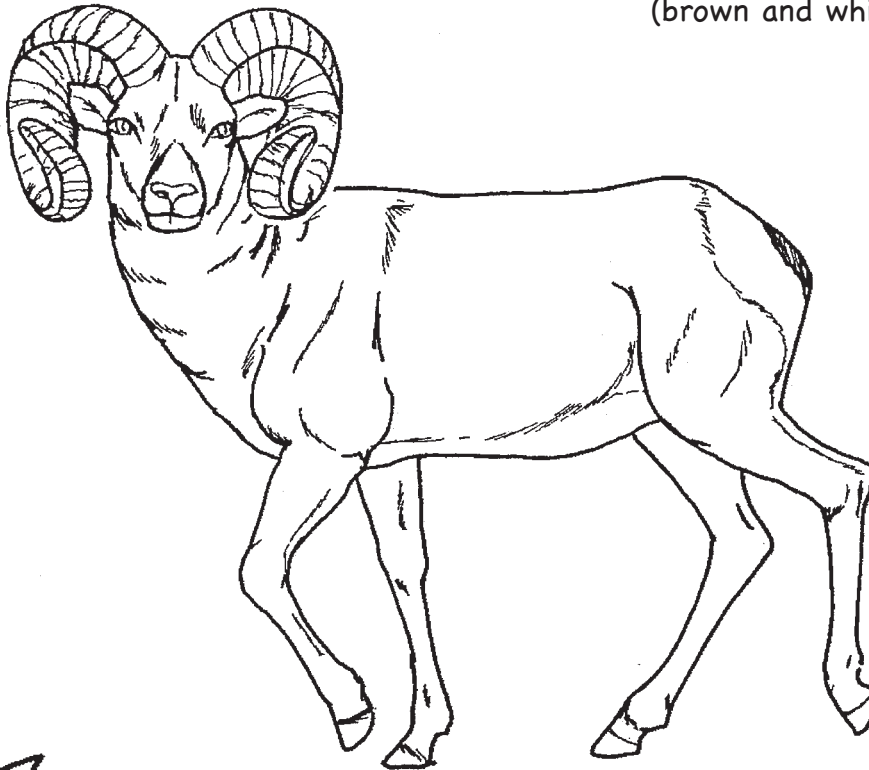
**State Bird**  
Lark Bunting  
(black and white)



**State Grass**  
Blue grama  
(gray-green)

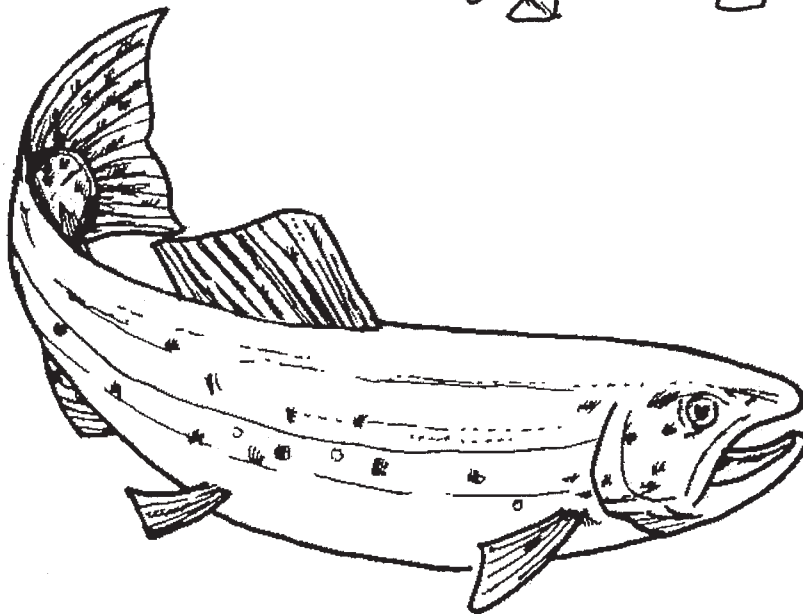
**State Animal**

Rocky Mountain  
Bighorn Sheep  
(brown and white)



**State Fish**

Greenback Cutthroat Trout  
(green, pink, white)





**State Flower**

Columbine  
(blue and white)



**State Tree**

Blue Spruce  
(blue-green)





## Life Zones 3-D Model Checklist

### How I Know I'm Proficient:

- \_\_\_\_\_ I've used the five-column life zones chart from my notebook for a resource to create a Colorado Life Zone 3-D Model.
- \_\_\_\_\_ I've sketched, colored, and labeled at least five plants and five animals found in each life zone.
- \_\_\_\_\_ I've included at least three Colorado state plant or animal symbols.
- \_\_\_\_\_ I've labeled the life zones and their altitude ranges.
- \_\_\_\_\_ I've completed the model by putting it together with the life zone strips in the correct order, and I've glued or stapled the four black strips to secure the layers and to frame the model.
- \_\_\_\_\_ I'm sure my work is neat, my spelling is correct, and the information is accurate.



### Chapter 2 Test

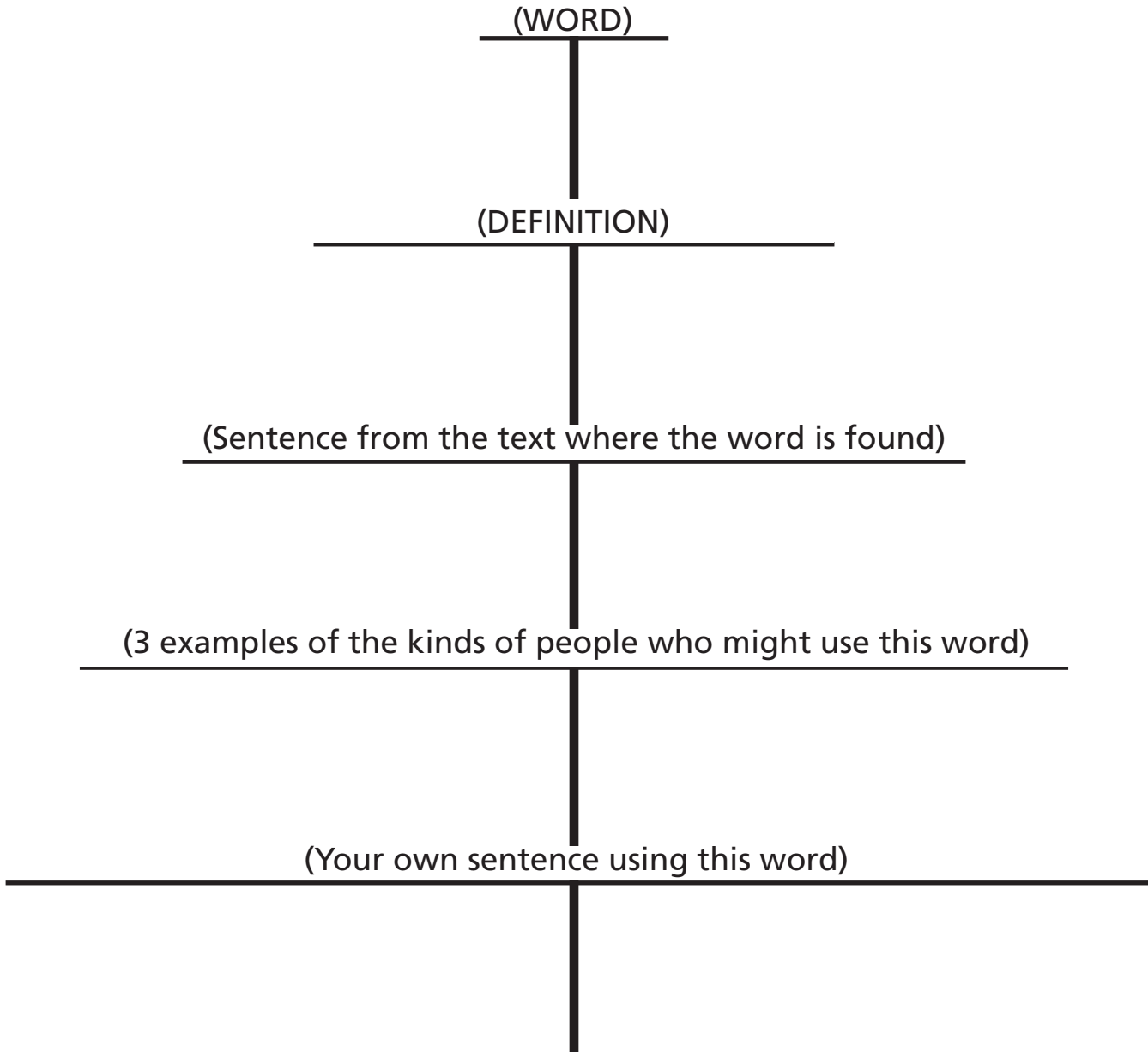
1. Put an **X** beside the statements that are true.

- \_\_\_\_\_ a. Life zones are areas that have similar plants and animals.
- \_\_\_\_\_ b. Colorado has seven life zones.
- \_\_\_\_\_ c. Many animals wander from one zone to another.
- \_\_\_\_\_ d. The grasslands zone gets heavy rainfall.
- \_\_\_\_\_ e. Colorado's life zones are easier to define by plant life than by animals.
- \_\_\_\_\_ f. The shrub and woodland plant life include grass and woody plants, and bushes that grow close to the ground.
- \_\_\_\_\_ g. The forests of the alpine tundra provide food for mule deer, black bears, porcupines, and other animals.
- \_\_\_\_\_ h. Fierce winds make it impossible for plants to survive in the montane forest life zone.
- \_\_\_\_\_ i. Trees cannot grow above 11,000 feet in Colorado.
- \_\_\_\_\_ j. Colorado has a number of life zones because of the differences in rainfall and temperature from place to place.

2. Fill in the chart below. Name at least three plants and three animals you could find in each zone.

COLORADO'S LIFE ZONES			
Zone	Elevation Range	Plant Life	Wildlife

**Word Tree**



**DIRECTIONS:**

Use this word tree as a guide for your own word tree.

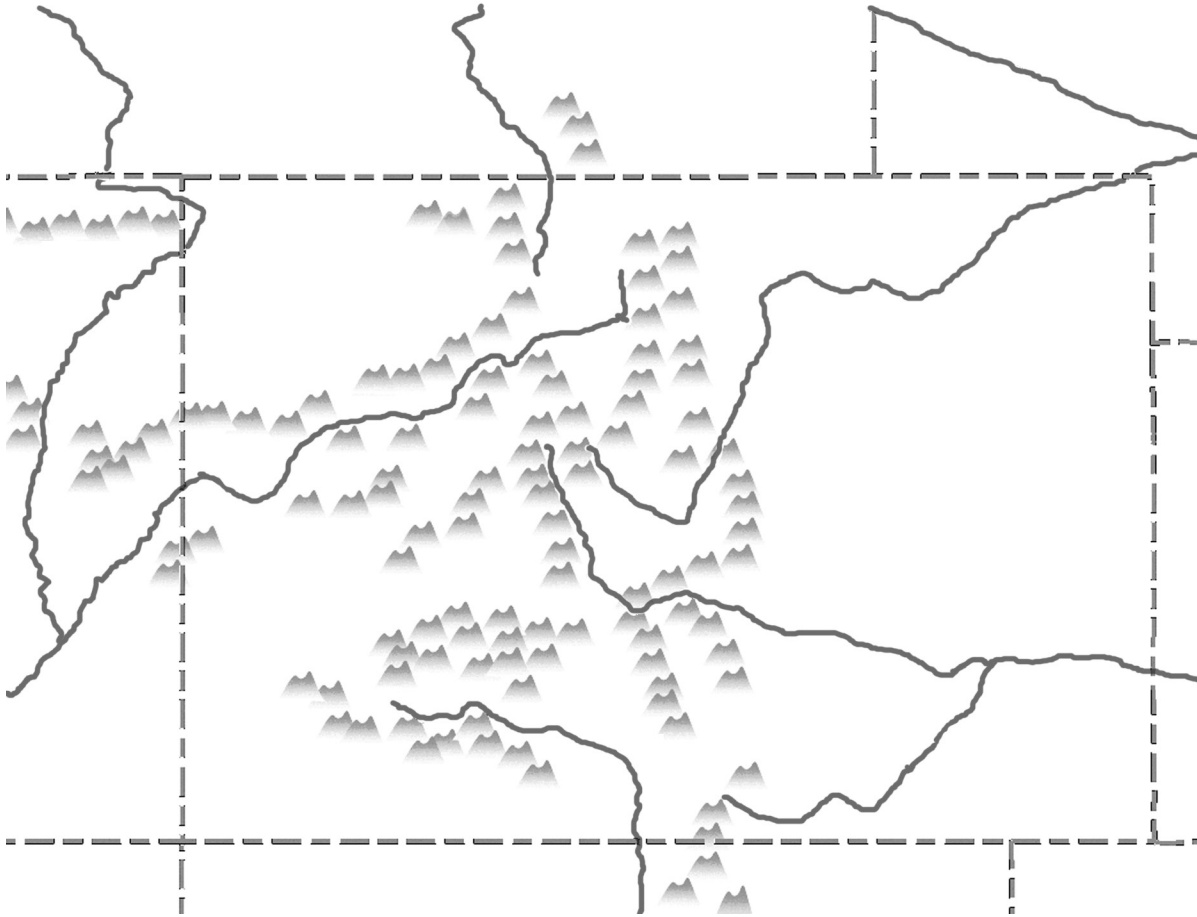
## Early Routes to North America: World Map

### Directions

This map shows a possible route the early Indians may have used to come to North America. Look carefully at the map. Discuss the clues that led people to believe in this theory. List your ideas about why this route makes sense.



## Mapping the Grand Circuit



## Early Hunters of Colorado Display

### Directions

Your group will be making a display of a group of early hunters of Colorado. You may design it using any materials you wish. Your group should work together to collect the information, design the display, and label the important components of it.

The following are required:

- People participating in an activity
- Animals
- Examples of housing
- Plants and trees
- Evidence of tools
- Evidence of location in Colorado
- Labels of the important components

The following bonus components are optional, but at least one must be included to get a 4 (Advanced).

- Artistic touches
- Additional labels
- Other creative ideas that you have

Student Name \_\_\_\_\_

Student Name \_\_\_\_\_

Student Name \_\_\_\_\_

Student Name \_\_\_\_\_

Student Name \_\_\_\_\_

Date \_\_\_\_\_

### Rubric for 3-D Display

- \_\_\_\_\_ You show thorough understanding of the topic.
  - \_\_\_\_\_ You have added at least one feature that demonstrates independent thinking.
  - \_\_\_\_\_ Your display is well organized and has accurate information.
  - \_\_\_\_\_ Your display is attractive and carefully designed.
  - \_\_\_\_\_ You have received a 4—Advanced.
- 

- \_\_\_\_\_ You show basic understanding of the topic.
  - \_\_\_\_\_ You have not included features that demonstrate independent thinking.
  - \_\_\_\_\_ Your display may have a few organizational problems or some inaccuracies.
  - \_\_\_\_\_ Your display generally looks good.
  - \_\_\_\_\_ You have received a 3—Proficient.
- 

- \_\_\_\_\_ You show some basic understanding of the topic.
  - \_\_\_\_\_ You have not included features that demonstrate independent thinking.
  - \_\_\_\_\_ Your display has several organizational problems or many inaccuracies.
  - \_\_\_\_\_ Your display could look more attractive.
  - \_\_\_\_\_ You have received a 2—Partially Proficient.
- 

- \_\_\_\_\_ You haven't shown basic understanding of the topic.
  - \_\_\_\_\_ You have not included features that demonstrate independent thinking.
  - \_\_\_\_\_ Your display is not well organized and contains a lot of inaccuracies.
  - \_\_\_\_\_ Your display needs work to be attractive.
  - \_\_\_\_\_ You have received a 1—Not Proficient.
-

### Chapter 3 Test

1. Circle the letters of features the early people of Colorado had in common with each other.

- a. lived at the same time
- b. needed shelter
- c. left artifacts for archaeologists to study
- d. had permanent homes
- e. made the same kinds of spear points
- f. came to Colorado from the same place
- g. used an atlatl to throw their spears
- h. hunted the mammoth
- i. needed the land to survive
- j. were hunters and gatherers

2. Archaeologists use clues to learn about the early people. Match the letters of the clues with the statement they support. There are more clues than statements.

#### CLUES

- A. spear points and grinding stones under rock ledges
- B. stone scrapers and bone needles
- C. different kinds of spear points
- D. bones of 190 ancient bison
- E. stone points made out of mountain jasper and chert
- F. smaller notched points
- G. dinosaur bones
- H. pieces of clay pots
- I. graves
- J. pits with corn

#### STATEMENTS

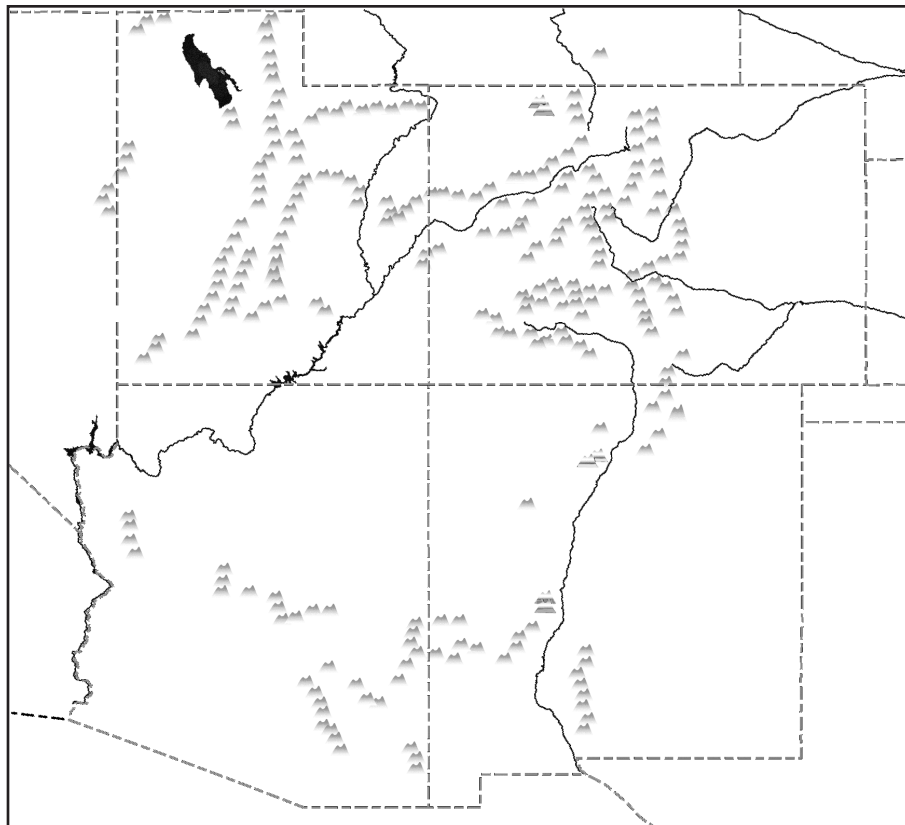
- 1. \_\_\_\_ Folsom people probably made clothing.
- 2. \_\_\_\_ Archaic-period hunters and gatherers had more permanent homes.
- 3. \_\_\_\_ Clovis, Folsom, and Plano people were different Paleo-Indian cultures.
- 4. \_\_\_\_ Archaic hunters ate smaller animals than earlier hunters.
- 5. \_\_\_\_ Plano people lived in larger groups than earlier hunters.
- 6. \_\_\_\_ Some Plains Woodland hunters traveled into the mountains in search of food.

## Land of the Pueblo Dwellers

### Directions

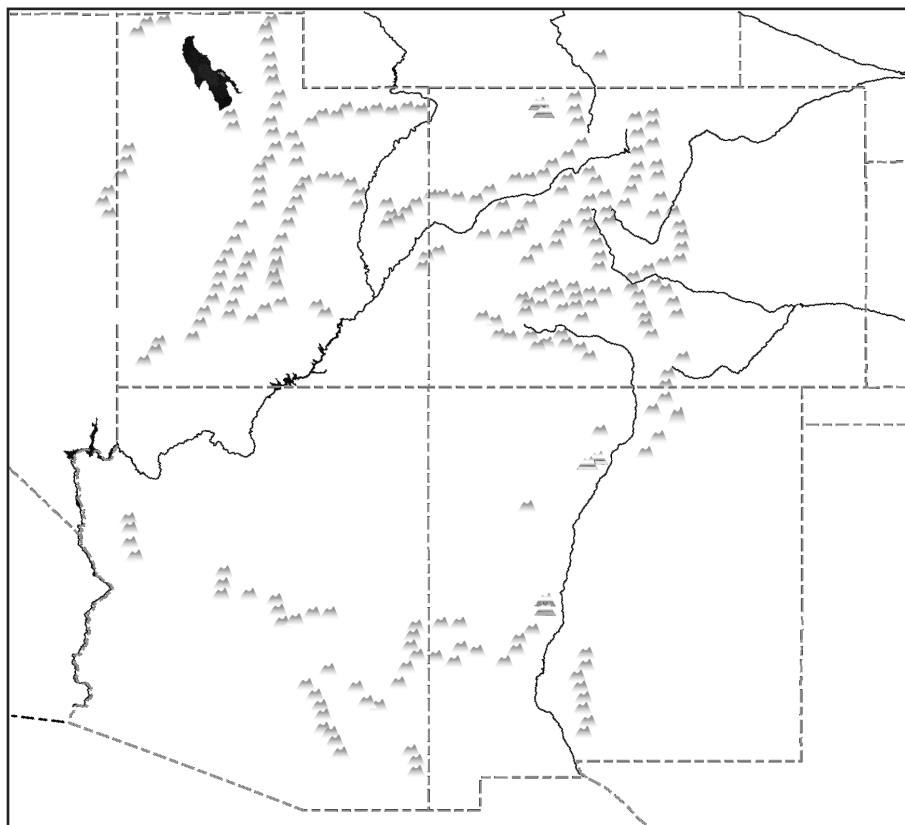
1. Use a Colorado road map to identify and label the following places on the first and second maps:

- Arizona
- Colorado
- New Mexico
- Utah



2. Use the *Discover Colorado* textbook, Chapter 4, to locate and label the ancestral Puebloan sites on the first map.

3. Then use the *Discover Colorado* textbook to locate and label the Pueblo people of today on the second map.





Student Name \_\_\_\_\_

Student Name \_\_\_\_\_

Student Name \_\_\_\_\_

Student Name \_\_\_\_\_

Student Name \_\_\_\_\_

Date \_\_\_\_\_

## Rubric for 3-D Display

- \_\_\_\_\_ You show thorough understanding of the topic.
  - \_\_\_\_\_ You have added at least one feature that demonstrates independent thinking.
  - \_\_\_\_\_ Your display is well organized and has accurate information.
  - \_\_\_\_\_ Your display is attractive and carefully designed.
  - \_\_\_\_\_ You have received a 4—Advanced.
- 

- \_\_\_\_\_ You show basic understanding of the topic.
  - \_\_\_\_\_ You have not included features that demonstrate independent thinking.
  - \_\_\_\_\_ Your display may have a few organizational problems or some inaccuracies.
  - \_\_\_\_\_ Your display generally looks good.
  - \_\_\_\_\_ You have received a 3—Proficient.
- 

- \_\_\_\_\_ You show some basic understanding of the topic.
  - \_\_\_\_\_ You have not included features that demonstrate independent thinking.
  - \_\_\_\_\_ Your display has several organizational problems or many inaccuracies.
  - \_\_\_\_\_ Your display could look more attractive.
  - \_\_\_\_\_ You have received a 2—Partially Proficient.
- 

- \_\_\_\_\_ You haven't shown basic understanding of the topic.
  - \_\_\_\_\_ You have not included features that demonstrate independent thinking.
  - \_\_\_\_\_ Your display is not well organized and contains a lot of inaccuracies.
  - \_\_\_\_\_ Your display needs work to be attractive.
  - \_\_\_\_\_ You have received a 1—Not Proficient.
-

### Mystery of Mesa Verde

#### Directions

Explorers and archaeologists have learned a lot about Mesa Verde. But the mystery of why people left remains unsolved. Complete the chart below based on your reading in Chapter 4. Use what you have learned, but be creative.

How was Mesa Verde discovered?	
What evidence was found of the Cliff Dwellings? How was it found?	
What does the evidence tell us about the people and their daily lives?	
Why do you think the Cliff Dwellers moved into the cliffs?	
Why do you think the Cliff Dwellers left?	
What evidence would you need to find at Mesa Verde in order to prove that your thinking is reasonable?	
Do you think the mystery will ever be solved? Explain your thinking.	



### Related Word Sets

Circle the word in each set that doesn't belong.

Doeskin

Breechcloths

Extended family

Buckskin

Navajo

Wickiups

Reservation

Moccasins

Bands

Tribes

After reading Chapter 5, arrange related words on the chart below. Give each column a title such as Clothing, Shelter, Groups of People, and so forth. Find additional words in the chapter to add to the columns. Add additional columns if necessary.


## Where Stories Come From: A Ute Tale

Once long ago there was a boy named All-Alone. He was called All-Alone because his mother and father were dead and he had no brothers or sisters. A kind lady in the tribe had taken care of him when he was small, but he was now twelve years old, and the lady thought he was big enough to work for his keep.

The lady told him to take his bow and arrow and go out and shoot some birds for dinner. All-Alone had been practicing with his bow and arrow for a long time, and he was sure he could hunt birds as well as the men. He went down the creek a ways until he came to a small clearing. There he saw some grouse. Grouse aren't thought to be very smart, and All-Alone was sure he could shoot some of them before they all flew away. Twice he shot his arrow into a group of birds, and twice they all flew away before he could hit any. Then All-Alone decided to be very quiet and sneak up on a group of the birds. When he did this, he was finally able to shoot three of them.

He was very excited and kept creeping through the tall grass until he was able to shoot five more grouse. The lady who took care of him was very pleased to have so much to eat for dinner. She told All-Alone that some day he would be a mighty hunter, just as his father had been. She told him to keep hunting and practicing so that when he grew even bigger he would be able to go with the men to hunt buffalo.

For ten days All-Alone kept on hunting grouse, and each day he brought home eight or more grouse. The family he lived with was getting used to having good grouse to eat every night. On the eleventh day All-Alone broke his bow string. He had already killed eight grouse, so he didn't mind sitting down and taking a rest while he put a new string on his bow.

While he was working he heard a strange noise. When he looked up he saw a great big bear walking on its hind feet. The bear was coming right at him,

## Where Stories Come From:

### A Ute Tale (continued)

and All-Alone was very frightened. He could not even shoot at the bear because he had not finished fixing the bow string. He jumped up and was ready to run away when the bear said to him, "Don't run away, All-Alone, I want to talk to you." All-Alone saw that the bear was friendly, so he sat down again. The bear sat beside him and told All-Alone that he would tell him a story. All-Alone did not know what to say because he did not know what a story was. There were no stories among the Indians then. So the bear explained to All-Alone that stories are words put together so that they tell about what happened before. Then the bear told All-Alone many stories, and they were all fun to hear.

The hours passed very quickly, but when the sun began to go down behind the Mountain of the Old Man, the bear said that it was time for All-Alone to go home. The bear told All-Alone to leave the grouse he had killed that day and to come back tomorrow to the same place and he would tell him more stories. All-Alone did as the bear said, but he did stop long enough to kill three grouse before he went home. The lady was very mad at All-Alone when he got home that evening. Three grouse were not enough to feed her family, and she scolded All-Alone for not bringing more food.

All-Alone kept going to the spot where he had first met the bear, and every day after he had heard some stories he would leave eight grouse with the bear. Because he did this, he was never able to bring home to the lady more than three or four grouse. When she complained, All-Alone told her that the grouse were moving away from the creek and he could not find enough to shoot. Finally the lady asked another boy about All-Alone's age to follow him when he went to shoot grouse. This boy was to spy on All-Alone and let the lady know if All-Alone was really trying to kill grouse, or if he was lazy and was playing when he should be shooting.

When the boy following All-Alone saw him sit down beside the bear, he was very frightened and wanted to shoot the bear. He was not very good with his

## Where Stories Come From:

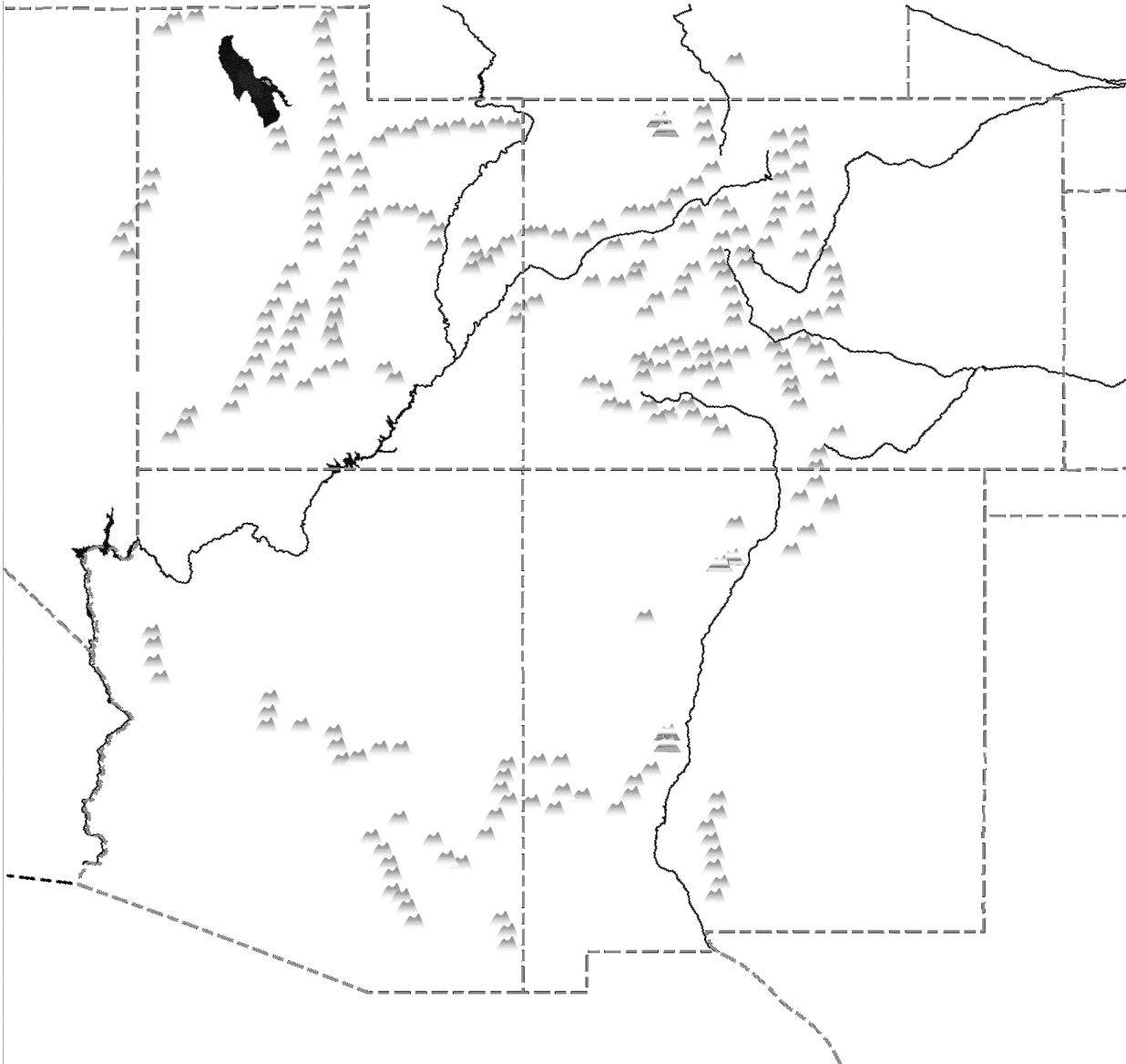
### A Ute Tale (continued)

bow and arrow yet. He was afraid that if he shot at the bear, his arrow might miss and instead hit his friend All-Alone. So he stayed in the bushes all day and watched. When All-Alone started for home, his friend told him that he had been watching. All-Alone explained that the bear had been telling stories about what had happened long ago and told his friend that he might come along on the next day and listen to the stories, too. All-Alone's friend thought that would be great fun, so when the lady asked the spy why All-Alone had not shot more grouse, he replied that there were not very many grouse, and that they were hard to shoot.

The lady was not happy with this answer, so the next day after the two boys started out for the hunting ground, she told some of the men of the tribe to go find out if the grouse were really so hard to find. The men followed the two boys, and when they came to the clearing they saw them listening to a big bear. The men were frightened of the bear and shot many arrows at him. The bear knew he was dying. He tried to tell All-Alone something. As the men and two boys leaned over the bear they heard him say, "All these stories I have been telling you are about the world long ago. They are about the past when the Little People lived here. No one else knows these stories, so you must tell them to your friends and they must always be told to the children. Everyone who asks another to tell him a story should always give him something to eat, just as you have given me the grouse."

Then the bear died. The men were very sorry they had killed the bear and explained that they did not know he was a magic bear. They asked All-Alone and his friend to tell the people the stories the bear had told them. From that long-ago day until now, the Utes have told the bear's stories to their friends and families. And it still is the custom to give the storyteller something to eat.

## Mapping Ute Lands





## Impact of Horses

### Directions

Think about all the changes that happened because of the use of horses. Complete the two columns on the right, describing life without and with horses.

	Without Horses	With Horses
Getting food		
Getting clothing		
Choosing where to live		
Raiding or fighting		
Making a living		
Trading		

## Chapter 5 Test

Under each category, write as many words as you can think of to describe the Ute way of life.

A. Land where they used to live

B. Food

C. Transportation

D. Entertainment

E. Clothing

F. Beliefs

G. Family Life

H. Shelter

I. The Utes Today

## Seven Stars in the Sky: A Cheyenne Story

A long time ago a man and his wife and their little girl lived in a big village in a valley. The little girl was very smart, and when she started to grow up, her mother began to teach her how to make beautiful clothing and blankets from deerskin. The little girl learned how to decorate the things she made with porcupine quills. She did this so well that all the people in the village would come to watch her work, and they all said that she was the best worker in the village.

One day the girl began to make a set of buckskin clothing for a man. It took her a long time because she decorated each piece in dyed porcupine quills with her best patterns. When she had finally finished this outfit, she began another. Finally, she had made seven sets of clothing. Then she told her mother and father that she knew of seven brothers who lived together a long way from the village. The girl said she was going to live with the brothers since she had no brothers or sisters of her own. She said that someday the seven brothers would be known to all the people on the earth.

Her parents did not try to stop the girl from going away, but her mother said that she would go with her daughter part of the way and help her carry the clothes. They set out the next morning, and when they reached the trail that led to the home of the seven brothers, the mother turned around and went home. The girl continued on her way until she came to the lodge of the brothers. Only one of the brothers was at the lodge. He was the youngest. He told the girl that the other brothers were hunting and would be back when the sun went down. Then the girl gave the smallest outfit of clothes to the young boy, and he dressed in them. He liked them very much because of the beautiful porcupine quill designs. The girl unwrapped the rest of the clothing and placed one set on each of the beds of the absent hunters. Then she cooked the evening meal.

## Seven Stars in the Sky: A Cheyenne Story (continued)

When the older brothers came home they were surprised to see the youngest boy all dressed up in fine clothing. The girl explained that she had come to live with them and be their sister. All the young men were very happy with their new clothing and with having a sister who cooked the evening meal so well. They all lived happily together for a while. One morning when the older boys were hunting as usual, a yellow buffalo came running up to the teepee. The youngest boy asked the buffalo what he wanted. The buffalo explained that he had been sent by the rest of the buffaloes and that he was to take the girl back with him. The youngest boy said that the buffalo could not have the girl, and he explained that his brothers were off hunting and that the buffalo must come back when they returned.

The little buffalo ran away, but pretty soon a bigger buffalo appeared. He told the youngest boy that the buffaloes had sent him to get the girl and take her back with him. Again the boy said that the buffalo could not have the girl and again he explained that his brothers were off hunting. This bigger buffalo also ran away.

In a little while a huge old buffalo appeared. The buffalo said that if the youngest boy would not let the buffaloes have the girl, the whole herd would come after her, and all the brothers would be killed. Again the boy refused to let the buffalo have the girl, and the buffalo ran off. Pretty soon the older brothers returned from their hunt, and the youngest brother told them what the buffaloes had said. Even as he was telling his story, the brothers heard a rumbling and then they saw a big herd of buffalo running right at their teepee.

Now the buffaloes did not know that the youngest brother had special powers. When he saw the buffaloes coming toward the teepee, he grabbed his bow and shot an arrow to the top of a nearby tree. When the arrow hit, the tree began to grow until

## Seven Stars in the Sky: A Cheyenne Story (continued)

the top was almost out of sight. Quickly the brothers and the girl climbed the tree until they were high up and away from the buffaloes on the ground. The buffaloes were very angry and began to butt at the tree trunk. The oldest and strongest buffalo hit the tree four times with his horns, and the fourth time the tree began to sway and fall down.

The youngest brother grabbed his bow again, and this time he shot an arrow up into the sky. The boys could not see the arrow, but the tree began to grow upward after it. When the tree-top hit the sky, the brothers climbed out of the branches and turned into stars. They can be seen at night. The Cheyenne call them the seven stars. The white people call them the Big Dipper. No one knows what happened to the girl who could sew so well.

—Adapted from “Possible Sack and Her Brothers,” by George Bird Grinnell. In *By Cheyenne Campfires*. New Haven, Conn.: Yale University Press, 1926.

## On the Move

### Directions

The Plains Indians moved frequently, especially when the buffalo became scarce. If you were a Plains Indian child and could only take four of the eight possessions listed below, which would you choose? Circle them. Then write why you would take each item. Next, create your own list of four items that you would take when moving. Finally, give a reason for each item you would take.

### Plains Indians Possessions

Choose four items.	Explain why you would choose that item.
horse	
teepee	
flute	
trading shells	
store of wild plants	
bow and arrows	
snare	
buffalo robes	

### Your Personal Possessions

Choose four items.	Explain why you would choose that item.

## Project Requirements for Plains Indian Village

You have been given the responsibility of designing a Plains Indian village for the annual spring gathering. Since you will be spending several weeks in the village, design a plan for the placement of the teepees and the work and play areas. Consider where people will live, corral horses, do laundry, bathe, prepare food, tan hides, and so forth.

### Directions

1. Your teacher will place you in a small work group, or ask you to work alone.
2. If you are in a small group, talk about the project requirements with your group.
3. The graph paper is to help you make a scale drawing of the Plains Indian village you have designed. Colored pencils may be used when you are certain your drawing shows all you've learned about Plains Indian village life.
4. Mount your graph-paper village plan on construction paper for presentation.
5. Be prepared to present your project and explain why you placed the shelters and the work and play areas where you did.

### Cultural Comparisons

#### Directions

Think back about the three chapters you have just read. How are the Pueblo Dwellers, the Utes, and the Plains Indians alike and different? Fill in the three columns, giving brief notes about their features.

	Pueblo Dwellers	Utes	Plains Indians
Where they lived			
What they ate			
What they lived in			
Animals they used			
Tools they used			
How the children learned			
How the children played			



### Cultural Comparisons (continued)

1. Write about the similarities you found in the cultures.

---

---

---

---

---

---

---

2. Write about the differences you found in the cultures.

---

---

---

---

---

---

---

3. Write one statement that summarizes the most important thing you learned about the cultures.

---

---

---

---

---

---

---

## My Expository Paragraph CHECKLIST

### How I Know I'm Proficient

#### **Ideas:**

- My topic is obvious, and I support it with meaningful details.

#### **Organization:**

- My paragraph has a topic sentence. I use transition words to show sequence. I have reasons, facts, or examples to support my topic and a conclusion that wraps everything up.

#### **Voice:**

- The way I write tells my reader that I'm interested enough in my topic that I do more than just list facts.

#### **Word Choice:**

- I use interesting words that I understand, but I don't repeat them over and over.

#### **Sentence Fluency:**

- My sentences are different lengths, and they fit together as if I were speaking them.

#### **Conventions:**

- Any mistakes in punctuation, capitalization, spelling, and grammar do not keep my readers from understanding my paragraph, or reading it easily.

## Chapter 6 Test

### Part 1

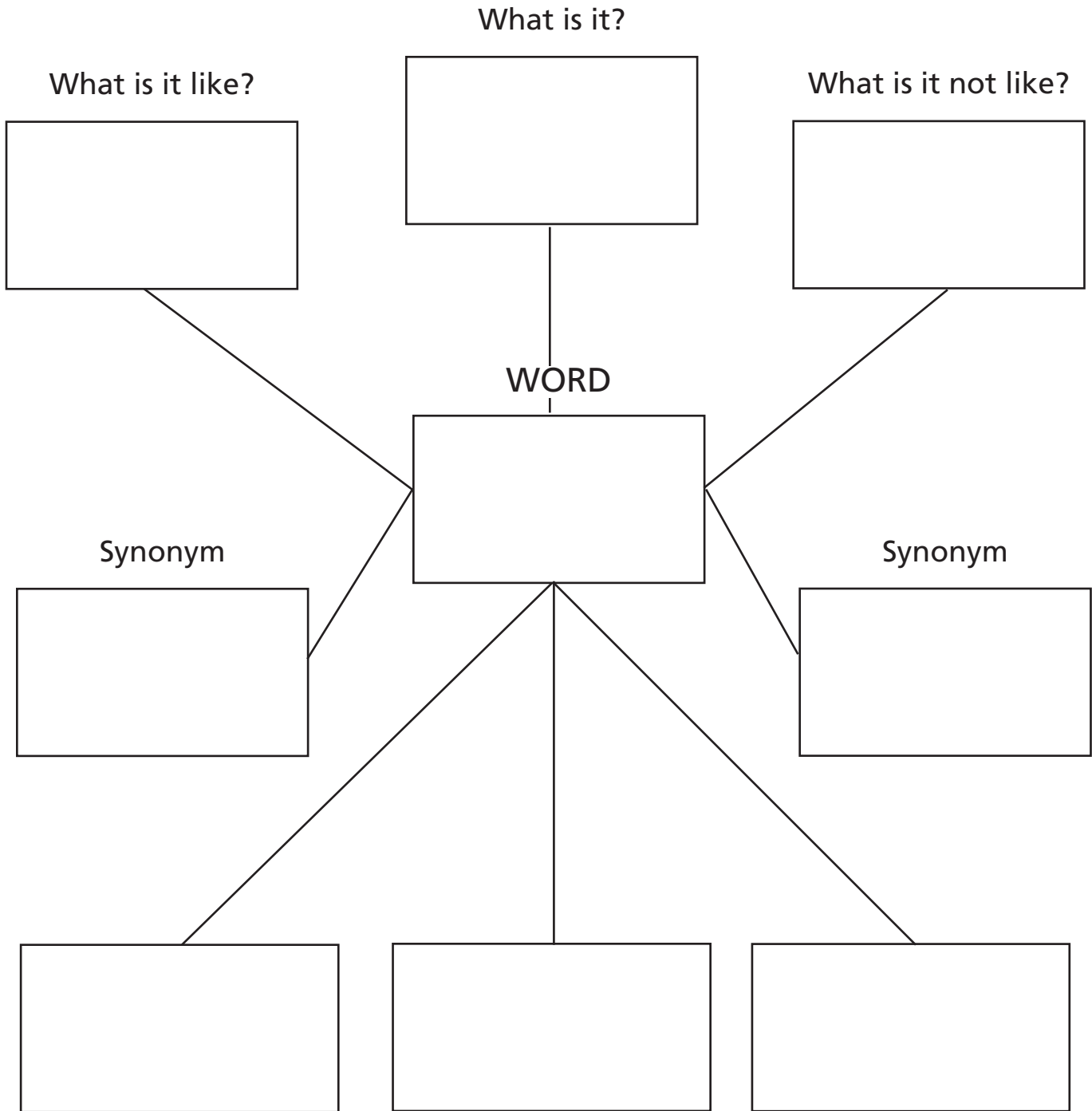
Put an X by the statements that describe the early life of the Plains Indians.

1. \_\_\_ They moved with the bison.
2. \_\_\_ They lived in small villages.
3. \_\_\_ The children learned by going to school.
4. \_\_\_ The bison were important to their way of life.
5. \_\_\_ The women worked very hard.
6. \_\_\_ They worked all the time and never had time to play or enjoy themselves.
7. \_\_\_ They once used sign language to communicate with one another.
8. \_\_\_ The children's games were an important part of their learning.
9. \_\_\_ Old people were treated well and were thought to be wise.
10. \_\_\_ They did not like living in teepees.
11. \_\_\_ They sometimes raided each others' villages.
12. \_\_\_ They were hunters and gatherers.
13. \_\_\_ They got horses from Chicago.
14. \_\_\_ They didn't hunt bison until they got horses.
15. \_\_\_ They lived in western Colorado.

### Part 2

Sketch a scene that shows how Plains Indians hunted bison before they had horses.

### Definition Map



What are some examples?

## Trading

To make a trade, two people must have items that they are willing to exchange. This is called mutual satisfaction. Traders wanted buffalo robes and furs. Indians wanted iron tools, kettles, and other trade goods. Indians had furs. Traders had axes and lead, etc. When these two groups exchanged items, they had to agree on how many kettles, axes, and so forth a buffalo robe was worth. When both parties agreed, they had a trade. They were both satisfied with the exchange.

1. If they were not satisfied, what could they do?

---

---

---

---

2. Take an item you own, such as a favorite sticker, and ask several friends what they would exchange for this item.

3. List the exchange items. If no one was willing to exchange, can you guess why? Explain.

---

---

---

---

4. What would you have traded for your item?

---

---

---

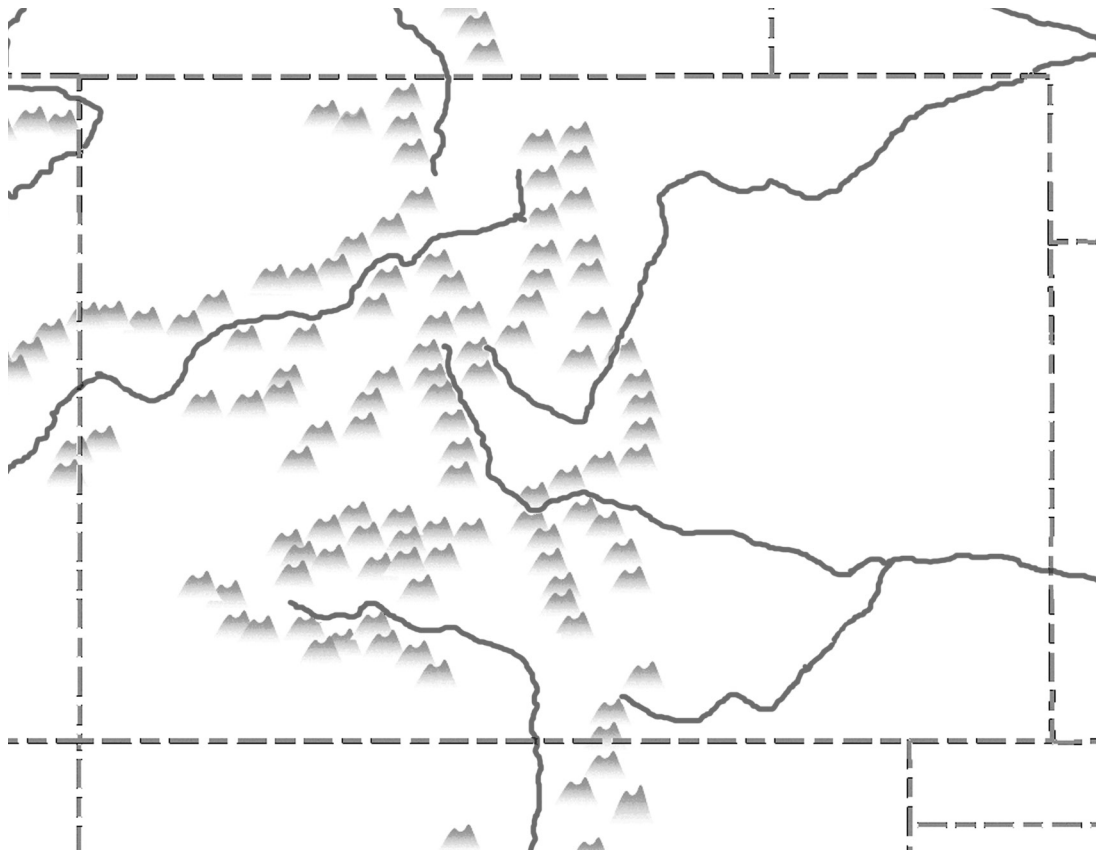
---



## Mapping the San Luis Valley

### Directions

1. Locate the San Luis Valley on the map and shade it lightly with a colored pencil.
2. Mark and label towns and mountain peaks in the area of the San Luis Valley.



**“La Ranita”**  
**The Little Frog:**  
**A Spanish-American Legend**

Once there were a man and a woman with three sons. When the sons grew up, the parents sent them in search of their fortune. They wandered for a long time until they came to where they heard a beautiful voice, and they kept walking toward it. When they arrived, they saw a beautiful girl sitting on a tree branch. The oldest son approached her and, seeing that she was so pretty, asked her if she would marry him. Then the girl jumped from the tree, changing into a little frog, and said, “Yes, yes, I will marry you, but first you must know the truth. I am enchanted, and until this spell is broken, I will not marry you.”

“No,” said the boy. “I cannot marry a frog.”

The same thing happened with the second brother. Then the youngest of the brothers approached the little frog and said, “I don’t care if you are a little frog. I already know that you are pretty because I saw you. Someday this spell will leave you.” The little frog was very happy.

The other two brothers kept walking in search of their fortune. They were also married, but their wives were very ugly. When they returned home, they told their parents what had happened with their little brother. The mother was very sad because her little son had married a frog. In the meantime, the little frog asked her husband to throw her into the sea. When she came out of the sea, she was no longer the little frog. Instead, she was that pretty girl whom the three brothers had seen when they were searching for their fortune.

One day the father and mother thought of bringing together all their sons. They wanted to see their little son, even if their other sons had told them it was not true



**“La Ranita”**  
**The Little Frog:**  
**A Spanish-American Legend (continued)**

that the frog was truly an enchanted girl. The day came and everyone waited to see the little brother and his frog. When the little son and his wife arrived, everyone saw that she was a princess. The parents were very happy, but the brothers, and especially their wives, became very jealous.

Before the feast, the princess, seeing that her brothers-in-laws' wives were jealous of her, thought of washing her hair. She asked that she be brought lye, and she washed her beautiful hair. The envious sisters-in-law thought that if they did everything the princess did, they, too, would become beautiful. They did what they saw and became bald.

During the feast, the sisters-in-law continued to watch what the princess was doing, and they did what she did. The princess saw them and put bones inside the sleeves of her dress. The envious sisters-in-law did the same.

After the feast was a dance. During the dance the princess stood in the center of the dance floor and shook her arms, saying, “This is for the poor ones.” From her sleeves poured a lot of gold money on the floor. The sisters-in-law did the same, but when they shook their sleeves, only bones fell on the floor.

—Adapted from: Sandoval, Orlando L., *Recreational Activities of the Early Spanish Settlers in the San Luis Valley*. Masters thesis. Alamosa, Colo.: Adams State College, 1959.



## Chapter 8 Test

Mark the correct answer to each question by filling in the bubble in front of it.

1. The biggest problem the early settlers faced was

- Drought
- No land to settle on
- The hard work
- The Utes

Page number where I found the answer: \_\_\_\_\_

2. The first Hispanic farmers built

- Hotels
- Railroads
- Plaza-style settlements
- Cities

Page number where I found the answer: \_\_\_\_\_

3. The settlers ate food they

- Brought with them
- Grew themselves
- Had shipped to them
- Bought at the store

Page number where I found the answer: \_\_\_\_\_

4. In winter, people wore overshoes made of

- Sheepskin
- Rubber
- Yucca
- Buffalo hide

Page number where I found the answer: \_\_\_\_\_

5. The early settlers of the San Luis Valley were

- Business owners
- Rich people
- Poor farmers
- Doctors

Page number where I found the answer:\_\_\_\_\_

6. Women did all the

- Grocery shopping
- Cooking, cleaning, and caring for children
- Hunting
- Work

Page number where I found the answer:\_\_\_\_\_

7. Many of their holidays were

- Birthdays
- In the summer
- Special religious days
- Not much fun

Page number where I found the answer:\_\_\_\_\_

8. Today the people of the San Luis Valley

- Live on a reservation
- Are very rich
- Are a lot like people in the rest of Colorado
- Grow pineapples

Page number where I found the answer:\_\_\_\_\_

## Do You Know These Words?

### Directions

Place a check in the appropriate column.

	Can Define	Have Seen or Heard	Not Sure
Veins			
Humbugged			
Stake claims			
Ore			
Immigrants			
Stagecoach station			
Territory			
Statehood			
Mine tailings			
Boardinghouses			

## First Letter from the Mining Camps

Auraria, June 8, 1859

I scarcely know what to write about this community and country. Persons' ideas vary so much that one could scarcely form a correct notion of matters and things here, judging from correspondence.

Men are perfectly wild and crazy. New diggings have undoubtedly been discovered on the other side of the Platte, about forty miles from here, called Gregory's Diggings, and everybody—emigrants and citizens—buzz around and rush off to the mines. We hear fabulous tales of rich claims paying a thousand dollars per day, sometimes less and sometimes more. One man sold his claim for \$6,000 and bought another for \$27,500. I can write you nothing, however, of all this, that I know to be true. No man believes another, but goes to see for himself. I am taking matters perfectly cool for the present. One of my partners has gone to the mountains and will report in a few days if he finds a paying claim. I intend to go and see for myself, and then I can give you positive information. I see plenty of gold dust, and have no doubt but that there is plenty of gold in the mountains but can't say that I know anything about it. I also see many men come back from the mines and go home. They say others make money, but that they can't find the gold. My impression is that such men are too easily discouraged.

There is one thing certain, however, the Cherry Creek mines are a humbug. Everything was a hoax up to the 25th of May. I washed out a pan of dirt at the head of Cherry Creek and sent you the proceeds. There is gold in it, but no one could make it pay.

Gambling and whiskey drinking flourish here extensively. Tanglefoot whiskey sells for 25 cents a drink, and would almost make a man shed his toenails. Bacon is forty cents per lb., and will, I think, be much higher.

I find a much better town here than I expected. Denver and Auraria, taken collectively, make quite a large place. I will write you again soon, if I do not immediately come home.

## First Letter from the Mining Camps (continued)

What were the writer's impressions of Denver and Auraria?

---

---

---

---

---

---

---

---

What was his overall opinion of the goldfields?

---

---

---

---

---

---

---

---

How did he describe the men of the goldfields?

---

---

---

---

---

---

---

---

## Second Letter from the Mining Camps

Gregory Diggins, June 23, '59

Twenty-five miles in the mountains

FRIEND HACK: I promised to write to you, but for want of a good opportunity have neglected my promise. I did not overtake the boys, as I suppose you are aware. I have not heard of them since they left Ash Point—they were then two days ahead of me. Where they are I don't know. I came on with a company from Whiteside County, Illinois, arrived at Denver City on the 15th, and have been in the mines three days. My opinion is this—that I believe there is gold here and lots of it. The Cherry Creek diggings were a humbug. The question is, whether the seasons will be long enough to work the mines to an advantage. We are within ten miles of twenty feet of snow. The days are warm and the nights cold. As to the men that are making money, I think that perhaps there is one out of every hundred, making a good thing of it, say, taking out from \$10 to \$50 to the man, per day. Others are making less, and some not their board. A great portion of the emigrants came here with the expectations of picking up the gold-like stones; of course they were disappointed. Others got homesick and returned. I met more teams returning one day west of Marysville than I did on any part of the road after I left Kearney. They are coming in every day. I am going up to the Spanish diggings with Bill Owsley. We think we have got a good thing there. I haven't made but little as yet, only prospected to find a good place. I will write to you how much I make when I get at it.

Flour, American, is selling at 20 to 25 cents per pound; Bacon, 40 to 50 cents; coffee, 50 cents; Sugar, 25 cents; Mexican flour, \$17 per cwt.; Lumber \$30 per hundred feet.

Love to all. Direct to Denver City, K.T. [Kansas Territory] Tell me all the news.

I see Jack Merrick every day. He is working a claim near our tent. We both laugh at each other's dirty and ragged clothes. Respects to all the friends. Good bye.

Hal Riley



## Second Letter from the Mining Camps (continued)

What was Hal Riley's opinion of the goldfields?

---

---

---

---

---

---

---

---

---

---

What view did he express as to the number of people finding gold and the amounts of gold being found?

---

---

---

---

---

---

---

---

---

---

## Third Letter from the Mining Camps

Thomas L. Golden's Letter

I presume you have heard discouraging news from here lately by men that have not reached the mines, that have got discouraged and turned back, and turned others back that no doubt would have got here and at this time been making money.

I am in the mines called Gregory's Diggings 30 miles in the Mountains on a small tributary stream of Vasquers Fork, about 42 miles west of where Cherry Creek empties into Platte River. We are working in what is called "leads" running through the Mountains. These "leads" are among the quartz rock and average two feet in width and are from one to three miles in length. Some men are here taking out three hundred dollars to the sluice, others not so much; it is reported among the miners here that the Illinois Company is taking out to the sluice an average of five hundred dollars. The men here are generally satisfied to stay and work. There are a great many purchasing claims on these heavy "leads" and pay weekly as they take it out. They generally make a contract to pay half they take out every week until the claim is paid for. The thoughts of climbing through the Rocky Mountains 30 miles to get to the mines sends a great many back after they reach the base of the Mountains. All we have to say to the returning emigrant to the States is to stay in the States, and we will bring the gold there. We ask no one to come here and would have been glad had they stayed home. We were getting our supplies from [New] Mexico before the Spring emigration got here and were satisfied that we would make our fortune by Fall, and return to the States, but the men that has been humbugged so are crowding us now and in fact are making the most money.

Yours,

THOS. L. GOLDEN



## Comparing Life in the Mining Camps

**Directions**

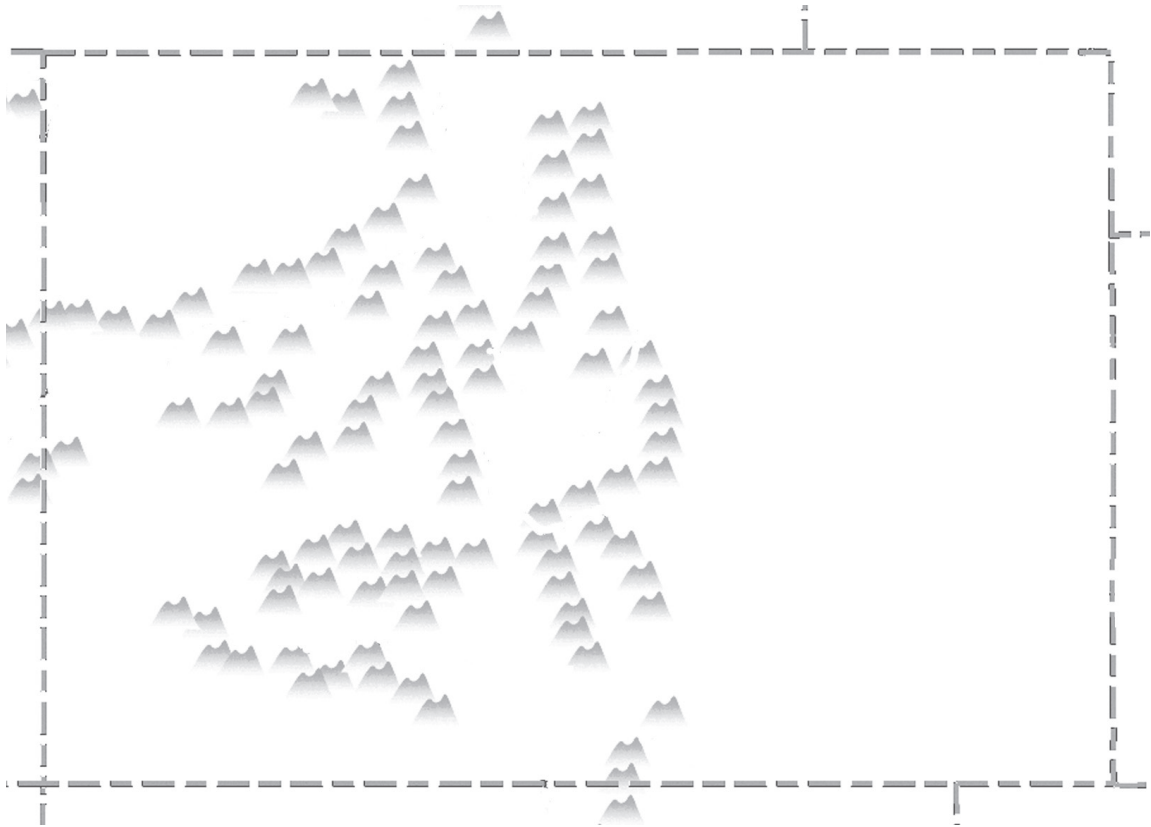
Complete the chart comparing the experiences of the three writers. List features in the spaces at the left. Place a plus (+) in the box if the writer shared the experience. Place a minus (-) in the box if the writer didn't share the experience. Place a question mark (?) in the box if you don't know. The first two features are provided. Choose six more to compare, listing them under features.

Features	First Writer	Riley	Golden
Belief in gold	+	+	?
Success in mining	-	-	-

## Mapping the Gold Rush

### Directions

Locate and place on the map all the important gold-rush sites—including rivers and towns—mentioned in Chapter 9.



## Story of Black Kettle

Black Kettle was at the Sand Creek Massacre. He tried to keep the whites from killing the Cheyennes and Arapahoes camped there. When he was unable to do that, he escaped from the battle and gave up the fight. He moved to a reservation in Oklahoma, where he lived for a while. While he lived on the reservation, Black Kettle tried hard to live in the way the white men wanted him to. He was given a pig to raise and was told that in time he could provide much meat for his family by raising more pigs.

Black Kettle took his hog home, and since he was very nice to it, the hog became very tame and gentle. His children would ride on it. When the weather was cold, Black Kettle would bring it into the house, where it would lie by the fire to keep warm.

In the spring, when the white men on the reservation planted their gardens, the pig became a nuisance. Black Kettle was told he must take care of the hog, but he paid no attention. Finally the hog was caught and corralled. When Black Kettle noticed that the pig was gone, he went to the agency office to ask about it. When he was told that it was shut up, he asked, "Why has my hog been put in the guardhouse? I am sure he has not done anything wrong intentionally."

The agent told him that the hog was rooting up the potatoes planted by the white people. Black Kettle said, "The hog meant no harm by that. It is a hog's nature to root. He likes potatoes and eats them because he is hungry. The fault is not with the hog but with the persons who scattered the potatoes over the ground, knowing that the hog would root after them. In camp we put the things we don't want the hog to eat in the forks of a tree or hang them on a pole out of the reach of the hog." Black Kettle did not understand that potatoes grew in the ground.

Black Kettle had tried hard to live as the white man did; but, as you can see, Indian ways were very different from those of the white man.

Adapted from an account in John Homer Seger's *Early Days Among the Cheyenne and Arapahoe Indians*, edited by Stanley Vestal. Norman, Okla.: University of Oklahoma Press, 1934, pp. 26–27.

## Story of Black Kettle

1. Write a paragraph explaining the story from the agent's point of view.

---

---

---

---

2. Write a paragraph explaining the story from Black Kettle's point of view.

---

---

---

---

3. Tell why you think Black Kettle and the agent might tell their stories in different ways.

---

---

---

---

4. Give an example from your own experience, or make up an example of how people today might have problems understanding each other because of their different lifestyles.

---

---

---

---

### Chapter 9 Test

A. Match the words in the box to the phrases that best describe them.

a. Sluice	b. Lode	c. Nugget
d. Mine tailings	e. Placers	f. Quartz gold

1. \_\_\_ A large or small piece of gold
2. \_\_\_ A long trough connected to a water source
3. \_\_\_ Flakes of gold found in streams
4. \_\_\_ Dumped waste rock
5. \_\_\_ Veins of gold locked inside quartz rock in the mountains

B. Answer the following questions in a summary paragraph.

1. What problems did miners create for the Plains Indians?
2. What eventually happened to the Plains Indians because of mining in Colorado?

---



---



---



---



---

C. Two types of towns developed during the Gold Rush period. Place a check in the box to indicate if the town described is a mining town or a supply town.

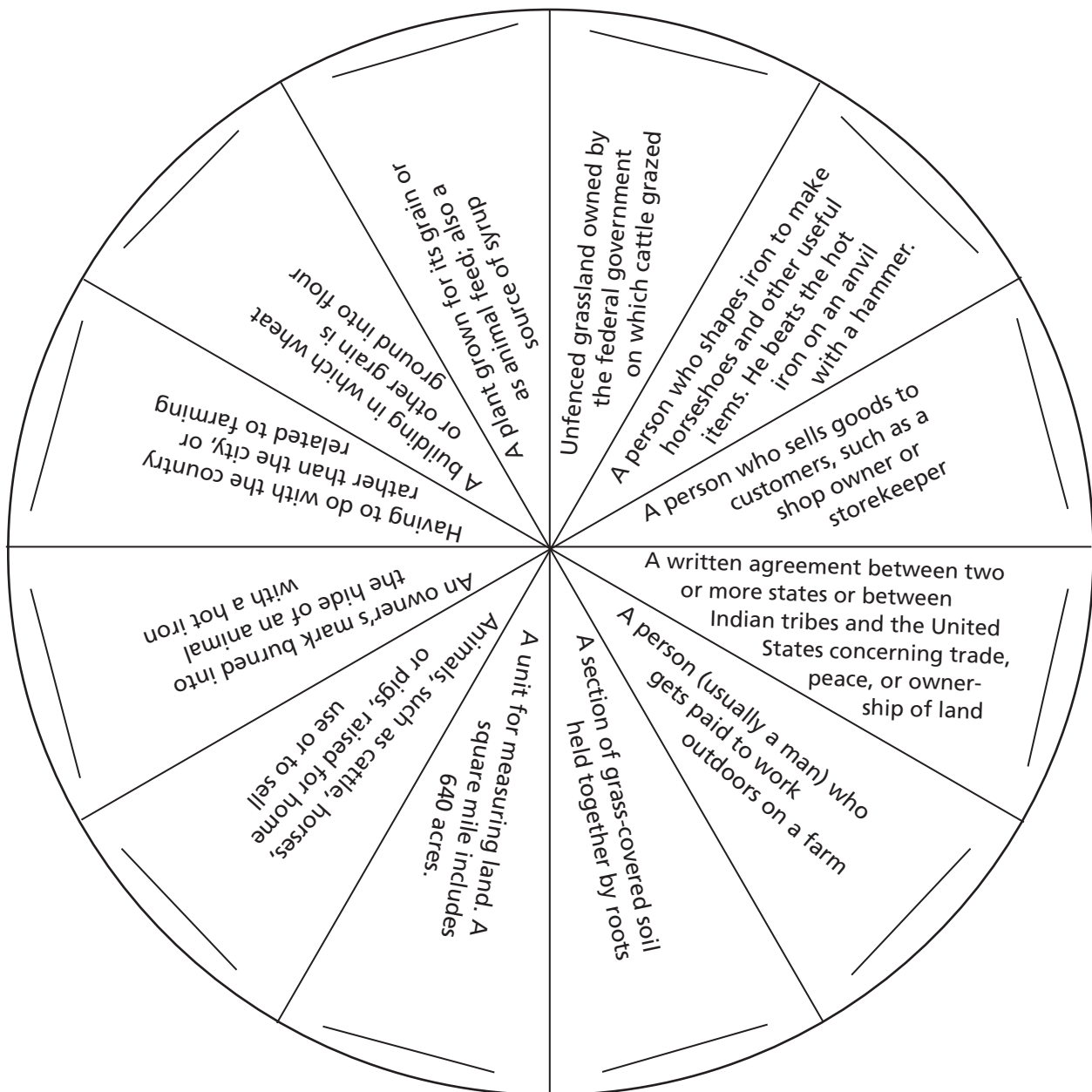
	Mining Town	Supply Town
1. These were usually small mountain towns near rich ore deposits.		
2. Many of these early towns are now ghost towns.		
3. These are usually located at the bottom of the mountains, or on the plains.		
4. These have small stores to provide for miners' everyday needs.		
5. Goods came to these towns by freight wagon and railroads from the east.		
6. Most of the early residents were men.		



### Concept Circle

**Directions:** Place these key words in the section with the phrase that matches:

- open range      • brand      • sod      • sorghum      • rural      • farmhand
- livestock      • blacksmith      • flour mill      • treaty      • merchant      • acre



# Challenges Chart

## Directions

List the challenges the Colorado farmers and ranchers faced. Then decide the level of difficulty for the challenge and check in the appropriate square, with 10 representing the most challenging.

10												
9												
8												
7												
6												
5												
4												
3												
2												
1												
CHALLENGES												

## Meeker

### Directions

Answer the following questions.

1. Who was Nathan Meeker?

---

---

---

2. As the new Indian agent, what did Meeker want to teach the Utes?

---

---

---

3. What did Meeker do that caused the Indians to attack him?

---

---

4. What emotions caused the Indians to act as they did?

---

---

5. Why do you think Meeker's act of taking away the racetrack caused the Indians to act as they did?

---

---

---

### Performance Assessment Rubric

#### Historical Role Play

#### Conflicts Among the Indians and the Settlers

CATEGORY	4	3	2	1
<b>Historical Accuracy</b>	All historical information appears to be accurate.	Almost all historical information appears to be accurate.	Some of the historical information is accurate.	Very little of the historical information is accurate.
<b>Knowledge Gained</b>	Can clearly explain several ways in which his/her character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his/her character "saw" things differently than other characters.	Can clearly explain one way in which his/her character "saw" things differently than other characters.	Cannot explain one way in which his/her character "saw" things differently than other characters.
<b>Role</b>	Point of view, arguments, and solutions proposed are consistently reasonable and in character.	Point of view, arguments, and solutions proposed are often reasonable and in character.	Point of view, arguments, and solutions proposed are sometimes reasonable and in character.	Point of view, arguments, and solutions proposed are rarely reasonable or in character.

### Chapter 10 Test

A. Choose the best answer to each question by filling in the bubble in front of it.

1. Cash crops are
  - ways for miners to cash in their gold nuggets.
  - crops farmers could sell to other settlers and miners.
  - crops grown along an irrigation ditch.
  
2. Open range meant
  - harvesting the grass on the plains.
  - fencing cattle to protect them from blizzards.
  - turning cattle out to graze on the plains.
  
3. The spring roundup was held
  - to brand new calves.
  - to separate out the steers to be sold.
  - to get together with other ranching families.
  
4. Colony towns were
  - usually made of sod.
  - towns without banks.
  - towns settled by groups of people who planned the communities together.

B. Settlers developed river valleys and plains differently. Place a check in the box indicating if the statement is characteristic of a river valley or the plains. Some may get two checks.

	River Valleys	Plains
1. It had good farmland close to rivers.		
2. The land could not be irrigated.		
3. Dry land farming methods were used.		
4. Ditches and canals brought water to the crops.		
5. Irrigation was used.		
6. Early settlements grew into towns.		
7. The land was used for cattle.		
8. Early settlers were good neighbors.		



KEY WORDS			
Dust Bowl	Combines	Steel Mills	
Coal	Iceboxes	Forges	Feedlots
Locomotives	Streetcars	Hoed	Telegrams

**Directions**

Choose the correct key words from the box above to fill in the blanks in each sentence.

1. \_\_\_\_\_ mining became a big business.
2. Blacksmiths used it in their \_\_\_\_\_ because coal produced a hot heat.
3. Smelters, stamp mills, \_\_\_\_\_, \_\_\_\_\_, and railroads needed coal.
4. The railroad shops in Denver hired men to repair \_\_\_\_\_ and to build railroad cars.
5. The beets had to be \_\_\_\_\_ and harvested by hand.
6. Fattening cattle in \_\_\_\_\_ became a big business.
7. \_\_\_\_\_ pulled by tractors took the place of threshing machines.
8. Many people traded their \_\_\_\_\_ for a new electric "fridge."
9. By 1920, many towns had \_\_\_\_\_ .
10. At one time business owners had to write letters or send \_\_\_\_\_ to place orders.
11. The plains became the \_\_\_\_\_ .

## **My Town**

Gather information about your own city or town or the closest town to your school. Is it a small, middle-sized, or large town or city? Did it start as a farming, mining, lumber, ranching, or supply town? Was your town a company town? If you don't know the answers to these questions, you may want to invite someone to talk to you who knows the history of your town or call your historical society. Interviews with older people who have been in the region a long time can also provide interesting information about your town or city.

After you have gathered your information, write a description of your town. Include its size, type, and anything special you found out about its beginning or history.



### Changes

#### Directions

Complete the chart below, listing the changes the people of Colorado experienced between 1890 and 1941. Place a check in the appropriate column showing the effect the changes probably had on their lives.

Changes	Positive	Negative	None

What do you think would have been the most powerful change? Explain why.

---

---

---

---

---

## Changing Times Essay

Use Chapter 11 in *Discover Colorado* and the following focus questions to guide you as you select the most important ideas to write about in an essay about how life changed in Colorado between 1890 and 1941.

Which Colorado mining area produced the most gold?

What was the Ludlow Massacre?

What minerals did Colorado produce besides gold and coal?

What jobs did the railroads provide?

What work did people do in Colorado's towns and cities?

What changes took place in long-distance transportation?

What new cash crops did farmers grow?

What new people came to Colorado to help raise sugar beets?

How did cattle raisers benefit from sugar beets?

How did life in Colorado's cities change during the 1920s?

How did entertainment change?

How did telephones change the way people lived?

What was the Great Depression?

How did it affect people in Colorado's cities?

How were farmers affected?

How did the U.S. government help people in Colorado?

## Changing Times Essay Outline

### I. Mining

A.

---

---

---

B.

---

---

---

C.

---

---

---

### II. Urban Growth

A.

---

---

---

B.

---

---

---

C.

---

---

---

III. Farming and Ranching

A.

---

---

---

B.

---

---

---

C.

---

---

---

IV. Good Times in the 'Twenties

A.

---

---

---

B.

---

---

---

C.

---

---

---

V. Colorado During the Great Depression

A.

---

---

---

B.

---

---

---

C.

---

---

---

D.

---

---

---

## Changing Times Essay Rubric

### 4 **Advanced**

Focuses on the purpose of the writing task, is clearly aware of the intended audience, organizes content in a logical and fluent way, includes a number of pertinent details to support ideas.

Mistakes in grammar, mechanics, and usage do not detract from meaning.

### 3 **Proficient**

Focuses on the purpose of the writing task, shows some awareness of the intended audience, organizes content in a logical way although fluent transitions may not be present, includes some details to support ideas.

Mistakes in grammar, mechanics, and usage do not detract from meaning.

### 2 **Partially Proficient**

Has some awareness of the purpose of the writing task and the intended audience, but does not organize content in a logical way, omits transitions, includes some supporting details.

Mistakes in grammar, mechanics, and usage do not detract from meaning.

### 1 **Not Proficient**

Is confused about the purpose of the writing task, does not organize content in a logical way, includes few or no details to support ideas.

Mistakes in grammar, mechanics, and usage are distracting, but do not impede readability.

### 0 **Not Able To Be Scored**

Paper is blank, unreadable, incomplete, etc.

### Chapter 11 Test

A. List some of the changes to early Colorado from 1890 through the 1920s under the following topics.

Mining

---

---

---

---

---

Towns and Cities

---

---

---

---

---

Farming and Ranching

---

---

---

---

---

B. Write five sentences that tell about what happened during the Great Depression.

---

---

---

---

---

---

---

---

---

---

## Colorado's National Parks Project Requirements

1. Research the national park you've been assigned. Use library books, Internet resources, and information from travel agencies. Take notes on the things you think would be of interest to tourists (interesting sites, animal and plant life, things for tourists to do in the park, and so forth).
2. Use these resources to plan and design a tri-fold tourist brochure advertising your national park. Be sure to include colorful examples of sites, activities, and animal and plant life on your brochure. You may also want to include information about camping or other accommodations in or near the park.
3. Create your own trip map from DIA to the national park. Use a Colorado road map for a resource, but plan, draw, and color a route, indicating highway numbers, towns, and other identifying sites on the route. Attach this trip map to your tri-fold brochure.



### Exhibit Rubric

- You have demonstrated a thorough understanding of the history of the topic you've researched.
  - Your exhibit includes an engaging diorama, model, reproduction, or other construction.
  - Your signage is interesting and accurate.
  - Your exhibit may be interactive, and it involves the visitor.
  - You are an expert at talking about your exhibit.
  - You have received a 4—Advanced.
- 

- You have demonstrated a good understanding of the history of the topic you've researched.
  - Your exhibit has a good diorama, model, reproduction, or other construction.
  - Your signage is basic and mostly accurate.
  - Your exhibit is interesting.
  - You know a lot about your exhibit.
  - You have received a 3—Proficient.
- 

- You have demonstrated only partial understanding of the history of the topic you've researched.
  - You have a basic diorama, model, reproduction, or other construction.
  - Your signage needs more work.
  - Your exhibit is basic.
  - You know something about your exhibit, but not a lot.
  - You have received a 2—Partially proficient.
- 

- You have demonstrated very little understanding of the history of the topic you've researched.
  - Your exhibit does not include a diorama, model, reproduction, or other construction.
  - Your signage is missing or contains inaccuracies.
  - Your exhibit needs more work.
  - You need to learn more about your exhibit.
  - You have received a 1—Not Proficient.
- 

Comments:

## Exhibit Planning Guide

### Directions

Use the following suggestions as you plan your exhibit. Refer to the rubric so that you know how you will be evaluated.

1. Be sure that you have covered your topic through the number of years that apply. For example, if you have chosen to research homesteaders in your community, then you should cover this topic from the time that people first settled here to the current time.
2. Your exhibit should show important features of your topic. It should not be just a written report.
3. Consider including a model, diorama, reproduction, or construction that demonstrates knowledge of your topic.
4. Develop good signage that is interesting to read.
5. Think about good museum exhibits you have enjoyed. What did you like about them? Try to include those features.
6. Keep careful notes. Have them ready for review when you prepare your exhibit.
7. Learn more about your topic than you put in the exhibit. If you do, you will be able to answer questions and talk more about what you learned.
8. Study the rubric so that you thoroughly understand how you will be evaluated.

### Chapter 12 Test

A. Discuss how Colorado participated in World War II.

---

---

---

---

---

---

---

B. Describe some of the positive developments in Colorado after World War II.

---

---

---

---

---

---

---

C. Describe the changes that occurred in mining after World War II.

---

---

---

---

---

---

---

D. Describe why Colorado is a popular place for tourists.

---

---

---

---

---

---

---



	Grasslands	Shrub and Woodland	Montane Forest	Subalpine Forest	Alpine Tundra
Altitude Range					
Common Plants					
Wildlife					



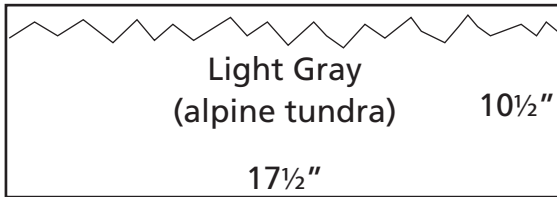
## **Project Requirements for Chapter 2 Assessment**

- Using the five-column “Life Zones” chart from your notebook for a resource and the project requirements to guide you, create a Colorado Life Zones 3-D model, drawing, coloring, and labeling at least three points and three animals found in each zone.
- Label the life zones and their corresponding altitude ranges.
- Complete by assembling the model, life zone by life zone, and stapling the four black strips to secure the layers and to frame the model.
- Be sure your work is neat, spelling is correct, and information is without error.
- Include as many of the following as possible for extra points:
  - State mammal
  - State bird
  - State fish
  - State tree
  - State flower
  - State grass

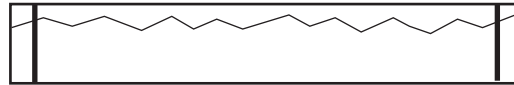
# Teacher Directions for Colorado Life Zones 3-D Model



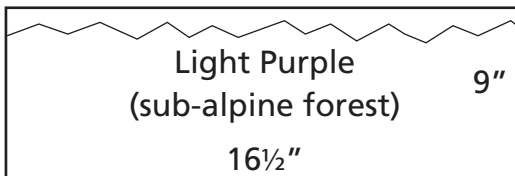
① Cut these specific sizes out of construction paper for each student before beginning.



② Have students draw the tops of each land form and then cut along drawn lines. Make all drawn lines as close as possible to the top of each paper.

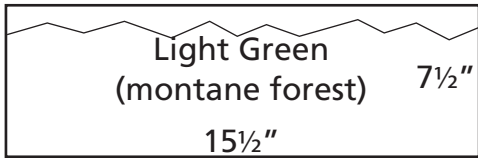


③ Draw vertical lines 1 1/2" in on each side. These margins should not be drawn or written on since they will be covered by the frame.

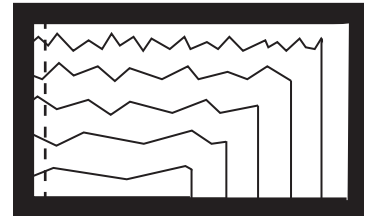


④ Draw and color with colored pencils examples of animals and plants found in each life zone. Be sure to include the Colorado state mammal, bird, fish, tree, flower, and grass in the life zones they belong. LABEL all plants and animals.

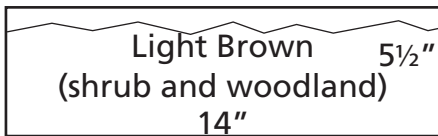
⑤ Label each life zone with its name and range of elevation.



⑥ Stack all cut and drawn pieces with left sides together. Staple left side only.



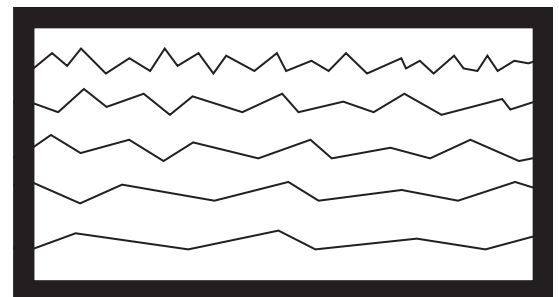
⑦ Pull right sides together evenly and staple. This forms the 3-D effect.



⑧ Staple or glue the black framing strips on each side.



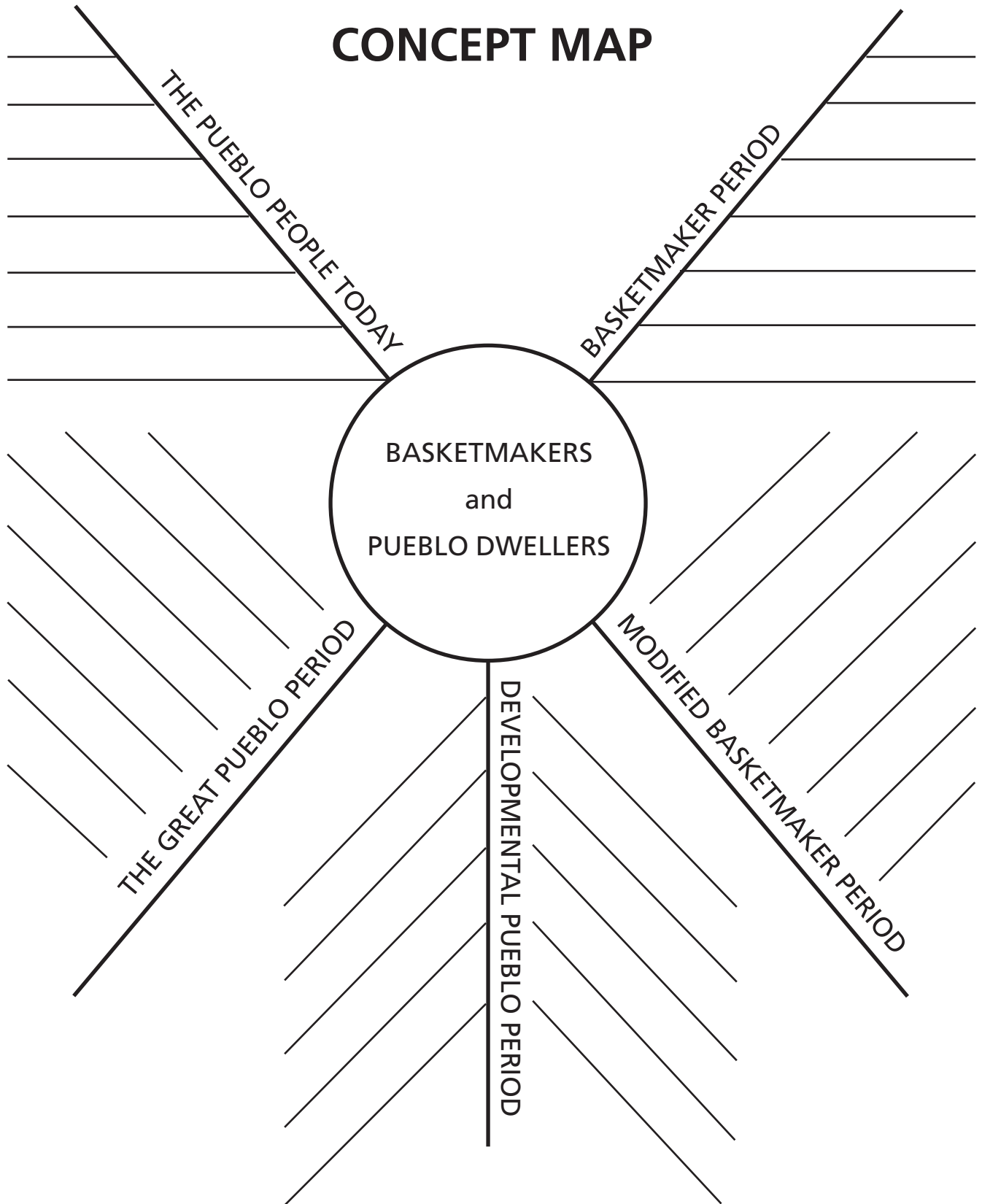
⑨ Staple or glue the remaining two black framing strips to the top and bottom side edges.







# CONCEPT MAP



## Chapter 6 Assessment

1. Choose one of the Plains Indian tribes of Colorado as the subject for a well constructed paragraph. The paragraph should include a strong topic sentence that sets the purpose of the paragraph for the reader. The body of the paragraph should give details about at least two of the following topics:
  - The land where they lived
  - Their food, clothing, and shelter
  - How and why they traveled
  - Their work and play
  - Their family life

The closing sentence of the paragraph should wrap up the paragraph and leave the reader with a feeling of completion.

2. Use "My Expository Paragraph Checklist" (Student Sheet 1) as you revise and edit your first draft.
3. Write your final paragraph and proofread for errors.

## Expository Paragraph Rubric

Criteria	Performance Levels			
	Not Proficient	Partially Proficient	Proficient	Advanced
<b>IDEAS</b>	Paragraph includes several ideas, but no clear topic emerges.	Topic is evident in the paragraph, but details are limited or irrelevant.	Topic is evident and supported with relevant details.	Paragraph is consistently focused on topic, with thoughtful, significant details throughout.
<b>ORGANIZATION</b>	Paragraph lacks topic sentence, transitions, and conclusion.	Topic sentence is obvious. Paragraph either does not contain transitional expressions, does not have supporting facts, or the conclusion does not support the topic sentence.	Paragraph contains topic sentence, transitional expressions, supporting reasons, facts or examples, and a conclusion that support the topic sentence.	Introduction draws the reader into the topic. Sequencing is logical and moves the reader through the paragraph. The conclusion reflects back on the topic sentence in a compelling way.
<b>VOICE</b>	Writer is not comfortable with topic; text is lifeless and mechanical.	Writer seems comfortable with topic, but text is more of a listing of facts.	Writer's comfort with the topic is evident. Text is sometimes engaging.	Text is consistently engaging and effectively expresses a commitment to the topic.
<b>WORD CHOICE</b>	Simple word choice, words used incorrectly, vague words and phrases	Most words used correctly, repetitious words and phrases, attempts colorful language	Creative word choice, used correctly, with little repetition	Creative word choice, gives meaning and insight to topic. Words are original, not overdone.
<b>SENTENCE FLUENCY</b>	Short, choppy, incomplete, or repetitive sentences that do not relate to each other	Simple but complete sentences that relate to each other	Sentences are closely related, with varied length and structure.	Sentences are complex with interesting rhythm and flow.
<b>CONVENTIONS</b>	Errors in convention impede readability.	Errors in convention distract, but do not impede readability.	Errors do not distract or impede meaning or fluency.	Minor errors in mechanics, spelling, and usage
	1 point per category	2 points per category	3 points per category	4 points per category

19–24 POINTS = Advanced  
 13–18 POINTS = Proficient  
 7–12 POINTS = Partially Proficient  
 0–6 POINTS = Not Proficient



