

Rockabye Baby

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OVERVIEW

Students will research the use of cradle boards by the Colorado Indians. A series of questions will be discussed, and the students will complete this activity with related 6-Traits narratives.

STANDARDS

- History Standard 2: Students know how to use the processes and resources of historical inquiry.
- Reading and Writing Standard 1: Students read and understand a variety of materials.
- Reading and Writing Standard 2: Students write and speak for a variety of purposes and audiences.
- Reading and Writing Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
- Reading and Writing Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, references, and technology sources.

OBJECTIVES

Students will be able to:

- Use primary source materials and prior background knowledge to answer questions about the reasons for the development and use of the cradle board.
- Make use of the historical information on Colorado Indian cradle boards and background knowledge on the geography and plant and animal life of Colorado to create a personal narrative using 6-Traits writing.

INQUIRY QUESTIONS

- Where do you suppose the Colorado Indians got the idea for their cradle boards?
- What advantage would cradle boards have over other ways of caring for babies and small children?
- What reasons would there have been for the use of cradle boards?

MATERIALS

- Doing History/Keeping the Past CD-ROM disk or web site: <http://hewit.unco.edu/dohist/> Colorado Indians/Families, Children, and Infants/Infants—all photos and text; Families—photo 7.
- Primary Source Materials from the Indians of Colorado Teacher's Guide.
- Other materials the teacher has gathered which reflect the use of cradle boards by the Indians of Colorado.
- Writing paper and pencils.

PROCEDURE

1. Set the stage for research by telling students they will be viewing historical photos and written recollections of cradle boards used by the Cheyenne, Arapahoe, and Utes of Colorado.
2. Review the strategies for using photos and primary source documents.
3. Display the Inquiry Questions, and ask students to define the key words used in the questions.
4. Explain that the Inquiry Questions are to be answered through student research using the Doing History/Keeping the Past website or disk, and other related materials. Information can be organized using copies of "My Inquiry Research".
5. Divide students into pairs or small groups, and allow as much time as needed for them to complete the research.
6. After research is complete, hold a class discussion about what has been learned. Post answers to inquiry questions in a way that they are easy for all students to read.
7. Introduce the topic of the personal narrative students will be writing: "My Life in a Cradle Board". Explain that students need to make use of the 6-

Traits of writing.

8. Provide time for students to plan their narrative, including:
 - Imagining what it would have been like to view the plains or mountains of Colorado from a cradle board
 - Thinking about the people they might have been with and what they might have been doing
 - Using their senses, what might they have been seeing, hearing, smelling, tasting, feeling
9. Narratives should be written, revised, edited, and then displayed in some manner, or read orally to an audience.

EXTENSIONS

- Using what they have learned about cradle boards, have students design their own cradle boards using only what was available to the Indians of Colorado.
- Research the methods used by other American Indians for holding their babies and small children.
- Write a poem about **movement** in a cradle board.

ASSESSMENT

- Observe the ease with which students navigate the web site or disk to find the information they need.
- Evaluate the personal narrative for accuracy in geographical and historical information, as well as 6-Traits writing.

My Inquiry Question Research*

Name:	Topic:
Inquiry Question:	
What I already know:	
Resource 1:	What I found out:
Resource 2:	What I found out:
Resource 3:	What I found out:
Interesting related facts:	
Key words:	
My answer to the inquiry question:	

* Format adapted from Journal of Adolescent and Adult Literacy (April, 1996).