

## **Traveling the Trail**

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### **OVERVIEW**

Students will study the use of the travois by the Colorado Indians and determine the effect of the horse on transportation.

### **STANDARDS**

- 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, a 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.
- History Standard 2: Students know how to use the processes and resources of historical inquiry.
- History Standard 3: Students understand that societies are diverse and have changed over time.
- History Standard 4: Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
- Math Standard 1: Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.

### **OBJECTIVES**

Students will be able to:

- Use primary source materials to help them understand the use of the travois by the Colorado Indians and to explain the effect of the horse on the life of the Colorado Indian in regard to transportation.
- Make use of historical information on the topics to explain the effect of the horse on the lives on the Colorado Indians.
- Understand the formula for a cinquain and select appropriate words (based on their part of speech.)

### **INQUIRY QUESTIONS**

- What was the purpose of the travois?
- How was the travois used before the horse appeared on the Plains?
- How did the use of the travois change after the horse appeared on the Plains?

### **MATERIALS**

- Doing History/Keeping the Past CD-Rom disk or website
  - Colorado Indians/Families/Children and Infants/Families/Picture #2
  - Colorado Indians/Families/Children, and Infants/Children /Picture #1
  - Colorado Indians/Work and Tools/Women's Work /Picture #3,5,6
  - Colorado Indians/Work and Tools/Hunting with Horses /Picture #5
- Other resources selected by the teacher

### **PROCEDURE**

1. Research the travois and its function using information contained in Doing History/Keeping the Past.
2. Discuss the type of material used to construct a travois, its design and how it was used.
3. According to one source, the average dog could pull 35-50 pounds. Discuss how the introduction of the horse increased the type and amount of material that could be transported by the Colorado Indians.
4. As a class, discuss the "In Their Own Words" section of the Colorado Indians/Families, Children, and Infants/Families/Picture #2. (The primary source describes a young boy's recollection of travelling in a travois.)
5. Have students pretend they are traveling in a travois and fill in the graphic organizer to describe their feelings using the five senses.
6. Introduce the cinquain as a form of poetry (see format below).

7. Have students write and illustrate a cinquain about the experience of traveling across the Plains or in the mountains as a Colorado Indian child.

## **EXTENSIONS**

1. Create a HyperStudio stack based on the child's experience of traveling across the Plains or into the mountains.
2. Create a story about traveling from the point of view of a Colorado Indian child.
3. Construct the model of a travois and chart the ways in which it was used.

## **ASSESSMENT**

- Observe the student's use of primary source documents and other resource materials to answer the inquiry questions.
- Assess students understanding of the horse and its effect on the life of the Colorado Indian with regard to transportation.

### **Cinquain Poetry**

A cinquain is a five-line poem.

- Line 1: One word  
(subject or noun)
- Line 2: Two words  
(adjectives that describe line 1)
- Line 3: Three words  
(action verbs that relate to line 1)
- Line 4: Four Words  
(feelings or a complete sentence that relates to line 1.  
Should have 12 Syllables)
- Line 5: One word  
(synonym of line 1 or a word that summarizes the poem)