

Location, Location, Location!
Ty Bliss, Prairie Ridge Elementary,
Longmont, Colorado
Jerilyn Kennoy, Hackberry Hill Elementary,
Arvada, Colorado

OVERVIEW

Students will research where pre-reservation Colorado Indians chose to locate their villages. They will use what they have learned to determine the best placement for a Colorado Plains Indian village.

STANDARDS

- History Standard 2: Students know how to use the processes and resources of historical inquiry.
- Geography Standard 1: Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
- Geography Standard 2: Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.
- 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 on Colorado Indian lifestyles and village needs, and prior background knowledge about the plains region of Colorado, to determine the best placement for a Colorado Plains Indian Village.
- Carry out the placement of this village on the generic map provided.

- Develop a map key.
- Give rationale for the placement in an oral presentation to the class.

INQUIRY QUESTIONS

- What did the Colorado Plains Indians need to consider when they decided on a location for their camps and villages?
- Why would the distances between villages or camps be a consideration?
- Approximately how large an area would be needed to accommodate 250 people?

MATERIALS

- Doing History/Keeping the Past CD-ROM disk or web site:
<http://hewit.unco.edu/dohist/> Community Life/Village Life/ all photos and text;
Photos and text from all themes of the Colorado Indians strand.
- Primary Source materials from the Indians of Colorado Teacher's Guide.
- Other materials provided by the teacher that reflect Colorado Plains Indian village life and needs.
- Copies of "My Inquiry Question Research" (see the end of this activity).
- Copies of a generic map typical of the Plains region.
- Pencils, colored pencils.

PROCEDURE

1. Set the stage for research by telling students they will be viewing historical photos and written recollections of Colorado Indian village life.
2. Review the strategies for using photos and primary source documents.
3. Discuss the Inquiry Questions, having students define key words.
4. Explain that the Inquiry Questions are to be answered through student research using the Doing History/Keeping the Past web site or disk, and other related reference materials. Information can be organized using copies of "My Inquiry Question Research."
5. Divide students into research groups, and allow as much time as needed for them to complete the research.
6. Hand out copies of the generic Plains region map.
7. Give student groups their assignment:

Group Assignment:

Your assignment is to consider the information you have learned about the needs and preferences of the Plains Indians of Colorado in regard to the location of their villages. You are to use what you have learned to place a village of 250 men, women, and children somewhere on your map. We will assume that the typical number of animals is a part of this village. Outline the area to be settled and, using symbols, draw the estimated number of tepees needed, as well as other features of Plains Indian village life. Create a map key that will give all the information needed to explain your work.

After this is complete your group must prepare an oral presentation of the work you have done. You must talk about the reasons you have placed the village in the location you have, and why you chose the number of tepees you did. This oral presentation must show your audience that you understand what the Plains Indians valued and needed in their villages.

EXTENSIONS

1. Build a model of the village you have placed on the map. Include scenes from typical Plains Indian village life.
2. Research the location of historic Colorado Indian villages.
3. Research the needs and preferences of the Colorado Utes in the location of their dwellings.

ASSESSMENT

- Evaluate the students' use of primary source documents and other resources to answer the inquiry questions.
- Observe the skill with which students use what they have learned to place the village in a reasonable place on the map. Also take into consideration for evaluation the number of tepees used to support the village of 250 people.
- Evaluate the oral presentation for accurate representation of the work that has been done.

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).