

Hunters to Herders
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OVERVIEW

Students will understand that the lives of the Colorado Indians changed over time.

STANDARDS

- Reading Standard 1: Students read and understand a variety of materials.
- Reading Standard 2: Students write and speak for a variety of purposes and audiences.
- Reading and Writing Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- 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, reference, and technological sources.
- History Standard 1: Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
- 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 activities have developed, changed and affected societies throughout history.

OBJECTIVES

- Students will use Doing History/Keeping the Past CD-ROM-Reservation Life Menu-"Living on Reservations" to discover that the lives of the Colorado Indians have changed over time.

- Students will research and trace the various events that changed the lives of the Colorado Indians from a nomadic to a permanent life style.
- Students will construct an event line that shows the change from hunters to herders.

INQUIRY QUESTIONS

- What types of food did the Utes eat in early times?
- How did the Utes get this food?
- How has the food they eat and how they acquire it changed?

MATERIALS

- Doing History/Keeping the Past CD-ROM Reservation Life-"Living on Reservations" or website.
- Any other sources that the teacher may have as books, magazines, websites, etc.

PROCEDURE

1. Set the stage for research and making an event line by telling students that they will be viewing historical photos and people's recollections of how the Utes evolved from hunter to herders.
2. Students look at the CD-ROM dealing with Colorado Indians specifically, Reservation Life "Living on Reservations."
3. Research can be done in small groups, pairs, or individually. Begin by telling students to pay particular attention to details and clues in the photos and text that will help them decide or figure out the changes over time from hunter to herders.
4. After completing the research students will complete the event line (see the end of this activity).
5. Students will come together in small groups to share their event lines as a check that they all understand.
6. Class will meet as a whole group to debrief together so that teacher can check for understanding of concepts.

EXTENSIONS

1. Class can make one event line to display on the bulletin board.
2. Illustrations of different events that depict the changes of the Colorado Indians lives from hunters to herders can be added to the event line.
3. Write a play depicting the changes in the lives of the Colorado Indians.

ASSESSMENT

- Teacher checks the event lines for accuracy.

Event Line

