

Do or Diet!

Alice Muffly and Rebecca White
Shaffer Elementary School
Littleton, Colorado

OVERVIEW

Using the primary sources, students will investigate the foods that comprised the diet of the Colorado Indians. Students will also learn how the men, women, and children played specific roles in getting, preparing, and preserving food.

STANDARDS

- Language Arts Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.
- History Standard 2: Students know how to use the processes and resources of historical inquiry.

OBJECTIVES

- Identify and list the foods of the Colorado Indians.
- Categorize the foods, using a graphic organizer.
- Understand the roles played by the men, the women, and the children of the tribe in the hunting/gathering, the preparation, and the preservation of food.

INQUIRY QUESTIONS

- What kinds of food did the Colorado Indians eat?
- Was their diet varied?
- Where did they get their food?
- Who was responsible for providing food to the family?

MATERIALS

- *Doing History/Keeping the Past* CD-ROM disk or web site -the sections: *Colorado Indians - Food* and *Colorado Indians - Work*
- Computer for use with the CD-ROM disk or connected to the Internet
- Hard copies of primary sources text
- Highlighters

- *Colorado Indians' Teachers Guide* - Primary Source section: *Colorado Indians in Their Own Words: Food* -additional journal sources
- Food category chart
- Other local materials that the teacher has gather as resources for this activity.

PROCEDURE

1. Give the students the following scenario:

Scenario: You are responsible for planning a celebration for your tribe. This is a big honor, to be taken seriously. In order to do this, you need to know what foods were available to the Colorado Indians. Based on information from the primary sources, as well as, from other materials gathered by your teacher, your task is to develop a menu for the celebration dinner.

2. With a partner, students read the hard copy of the primary source information, highlighting the food items they find.
3. Use other resources collected by teacher to add to the chart.
4. They then categorize these foods (using the chart below):
 - Dairy
 - Vegetables
 - Fruits
 - Breads/Grains
 - Proteins/Meats/Nuts
 - Fats/Sugars

Task: In order to provide a healthy, balanced meal, select a variety of foods for your celebration dinner. Have students create their menus on the back of the handout.

- For helpful background information to answer the questions below, have the students access the *Colorado Indians - Work* section of the *Doing History/Keeping the Past* CD-ROM disk or web site.

Turn to your partner and answer the following questions: (informally assessed)

Or

Have the students write reponses to the following questions: (formally assessed)

- From where does the food come?

Doing History/Keeping the Past
Inquiry Activities

- Who is responsible for hunting or gathering the food for the celebration?
- Who will prepare the food?
- What can be done with any leftovers?

EXTENSIONS

1. Plan, shop for, and prepare a meal for your family.
2. Use pictures or drawings, create a visual menu.
3. To see if you eat a healthy, varied diet, record the food you eat in one day and place it on a food pyramid.

ASSESSMENT

Informal:

1. Observe group interactions in discussion

Formal:

1. Collect menus
2. Require written responses to questions

FOOD CATEGORY CHART

Dairy	Vegetables	Fruit
Bread/Grains	Protein/Meat/Nuts	Sugars/Fats

Answer these questions:

- From where does the food come?
- Who is responsible for hunting or gathering the food for the celebration?
- Who will prepare the food?
- What can be done with any leftovers?