

**“What I Remember”**  
**Moving to the Reservation**  
Ty Bliss, Prairie Ridge Elementary  
Longmont, Colorado  
Jerilyn Kennoy, Hackberry Hill Elementary,  
Arvada, Colorado

## **OVERVIEW**

Students will research the forced move of the Cheyenne, Arapahoe and Utes of Colorado to areas reserved for them by the U.S. government. They will use what they have learned by writing an entry in the journal of a young observer of the times.

## **STANDARDS**

- 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.
- 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 explore the removal of Colorado Indians from their land, and their journey to the reservations.
- Make use of what they have learned about the move to the reservations to be able to write a realistic account of a young settler's observations.

## INQUIRY QUESTIONS

- How did the settlement of Colorado by non-Indians change the Colorado Indians' way of life?
- What were the ways the Indians reacted to these changes?
- What were the causes for the removal of the Colorado Indians from the land they had lived on for centuries?
- What did the Utes, the Cheyenne, and the Arapahoe have to leave behind?
- Did all of the Colorado Indians go along with this change?

## MATERIALS

- Doing History/Keeping the Past CD\_ROM disk or web site:  
[http://hewit.unco.edu/dohist/Colorado Indians/Reservation Life/Moving to Reservations/all photos and text](http://hewit.unco.edu/dohist/Colorado%20Indians/Reservation%20Life/Moving%20to%20Reservations/all%20photos%20and%20text); Photos and text from all themes of the Colorado Indians strand.
- Primary Source Materials from the Indians of Colorado Teacher's Guide.
- Other materials the teacher has gathered which reflect the removal of the Colorado Indians to reservations, the lifestyle changes they had to make, and the variety of responses to the changes.
- Copies of "My Inquiry Question Research."
- Materials for making small journal-like books.
- Pencils, colored pencils.

## PROCEDURE

1. Set the stage for research by telling students they will be viewing historical photos and written recollections of the removal of the Colorado Indians to government reservations.
2. Review the strategies for using photos and primary source documents. Discuss the Inquiry Questions, having students define key vocabulary.

3. 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 materials.
4. Information can be organized using copies of "My Inquiry Question Research."
5. Divide students into pairs or small research groups, and allow as much time as needed for them to complete the research.
6. Give students materials to make a small journal in which they will complete the following assignment:

**You live in a small settlement in Southern Colorado with other people who have recently arrived from Missouri. Many of the people who live near you had encounters with unfriendly Indians as they entered the Colorado territory on their way west. Others, though, have found their Cheyenne and Arapahoe neighbors to the northeast to be helpful, and resigned to the white settlement of Colorado.**

**You will write, in the form of journal entries what you observed over several days outside the small southern Colorado settlement you live in: A large group of Cheyenne and Arapahoe Indians are seen moving south, toward Oklahoma and their new life on a reservation. Pay attention to the details of what you see. Approximately how many men, women, children are there? Are there animals traveling with them? How are they traveling? Are they carrying much with them? How do they look? What do you imagine they are feeling? How do the settlers you live with react toward this event? What are your thoughts and feelings? Where do you imagine they are going, and what kind of life do you think these people will have now? What do you think they have to leave behind?**

**Use colored pencils to illustrate the important things you observed over these several days. Find a way to share your journal entries and drawings with others.**

## **EXTENSIONS**

- Research the Cheyenne Dog Soldiers, and the part they played in the tensions between the white settlers and the Indians.
- Research the events that led to the Sand Creek Massacre.
- Research the attempts by Chief Ouray and his wife Chipeta to adopt the white settlers' lifestyle, and the events that led up to the removal of the Utes from their land in Western Colorado.

## **ASSESSMENT**

- Observation of the student's ability to synthesize information taken from the web site or CD\_ROM disk and other related materials into the form of a personal journal entry.
- Evaluation of the relevance of the journal observations.

### 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).