

“Gimme Shelter”

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OVERVIEW

Students will explore the shelters used by the Cheyenne, Arapahoe, and Utes of Colorado. They will use this information, along with prior knowledge of the geography, the animal and plant life in Colorado, and the areas inhabited by these groups of people, to construct a model. Although this activity lends itself well to teams of three, the research and/or end product can also be accomplished by larger groups, pairs, or individuals.

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.
- Reading and Writing Standard 1: Students read and understand a variety of materials.
- 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 to help identify and describe the relationships between the lifestyles of the Cheyenne, Arapahoe, and Utes of Colorado, and the shelters they built.
- Make use of historical information on the topic of these shelters in order to construct models and write descriptions of each of these dwellings.

INQUIRY QUESTIONS

- How did the lifestyles and location of the Cheyenne and Arapaho people in Colorado influence the types of shelters they built?
- Why would the Utes originally have built seasonal wickiups?
- Who and /or what were influential in the Utes' later use of the tepee?

MATERIALS

- Doing History/Keeping the Past CD-ROM disk or website: <http://hewit.unco.edu/dohist/> Colorado Indians/Food, Clothing, Shelter/Shelter/all photos and text.
- Primary Source Materials from the Indians of Colorado Teacher's Guide.
- Other materials the teacher has gathered which reflect the types of shelters used by the Indians of Colorado.
- White construction paper: 12" squares (3 per group/pair/individual).
- Materials for construction of model shelters (sticks, weeds, long toothpicks, leather-like fabric, sinew, etc.).
- Crayons, colored pencils, watercolor paints and brushes, or other preferred tools for adding color.

PROCEDURE

1. Set the stage for research by telling students they will be viewing historical photos and written recollections of the types of shelters used by the three Indian groups of Colorado.
2. Review the strategies for using photos and primary source documents.
3. Allow time for students to view the entire Colorado Indians section of the disk or web site, if they haven't yet done so.
4. Discuss the inquiry questions and the format of "My Inquiry Research" paper. Hand out copies of the paper (one for each of the three questions).
5. Give the students the opportunity to research answers to the inquiry questions using the web site or disk photos and reading the primary source documents on shelter. In addition to the section on shelter, see Work/Women's Work, photo1; Work/Setting Up Tepees/all photos; Community Life/Village Life/photos 2, 3, and 4; Community Life/ceremonies/photo1. Additional resource materials provided by the teacher could be introduced and made available at this time.
6. Provide materials for students to demonstrate the relationships between the lifestyles of the Colorado Indians and the types of shelters they built. "Triple Triaramas" are one very effective way to do this:
 - Cut each 12" square from one vertex to the center.
 - Each single triarama background shows the topography and the animal/plant life representative of the area inhabited by each of the three Indian nations in Colorado. This should be finished before folding and gluing the cut flaps together.

- The foreground contains a miniature three-dimensional model of the type of shelter used by the group being represented, glued to the floor of the triarama. To the side of the shelter is a written description of the scene.
- After completing the three single triaramas, they should be glued together, back to back, forming a "Triple Triarama", representing typical shelters used by the Cheyenne, Arapahoe, and Utes in Colorado.

Teacher Note: Be sure the students understand that the three poles the Cheyenne and Arapahoe used, and later the four poles the Utes used to stabilize their tepees, weren't the ONLY poles used in construction. Also, encourage differentiation in the types of coverings used on the shelters. (Wickiup sticks, brush, evergreen boughs, elk hides; tepee buffalo hides, elk and deer hides, and later canvas coverings.) Encourage differences between the Cheyenne and the Arapahoe tepees in the tanning color, and decorations.

EXTENSIONS

- Discuss where the Cheyennes might have found the white clay they mixed with the tanning solution for the hides they used. (See Shelter/photo 3) What elements form white clay?
- In photo #3, the Arapahoe Chief Little Raven decorated his tepee with important events. If you had traveled in Little Raven's band, what do you suppose you would have painted on your tepee? Draw a picture or make a model to demonstrate.
- In photo #6, tepees on the plains of Colorado are shown with brush piled up near them for additional protection from the harsh wind and weather. What do the people who live on the plains of Colorado today use for the same kind of protection? (They plant rows of evergreen trees-- "windbreaks"). Why didn't the Plains Indians of Colorado use this method of protection? (They were nomadic, and didn't plant trees.)

ASSESSMENTS

- Observe the students' use of primary source documents and other resource materials to answer the inquiry questions.
- Note the authenticity of Colorado Indian lifestyles and shelters as represented by the constructed models and written descriptions.

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).