



Moving Day: Colorado's Migration Story

Pre-History to 1870
Post-Visit Activities

Thank you for participating in the *Moving Day* class! The following activities reinforce the important themes of the presentation. You can choose as many or as few as you like from the list.

Post-Visit Activity #1: Greetings from Colorado

Time Frame: 15 Minutes

Objectives:

- To make personal connections to the past
- To improve writing and drawing skills

Fourth Grade Colorado Academic Standards Addressed: History 1, Writing 1

Third Grade Colorado Academic Standards Addressed: History 1

Materials: *Greetings from Colorado* template, card stock, color pencils, crayons or markers

Procedure: Print out the *Greetings from Colorado* postcard template on card stock. Give each student a postcard and ask them to imagine they are an individual from one of the six cultural groups from the *Moving Day* presentation. They can review the Culture Cards if they need to refresh their memories. Tell them they just moved to Colorado, and now they are going to write a postcard to someone who has never been here before. Ask the students to consider the following questions: Why did you come to Colorado? What do you like about Colorado? What do you dislike? Would you tell others to come to Colorado? Why?

Extension:

After they are done writing, the students can draw pictures of Colorado on the front side of the postcard.

Post-Visit Activity #2: So Long, Colorado

Time Frame: 15 Minutes

Objectives:

- To understand cause and effect relationships of past events
- To recognize negative incentives that influenced behavior in the past

Fourth Grade Colorado Academic Standards Addressed: History 1, Economics 1

Third Grade Colorado Academic Standards

Addressed: History 2



HISTORY *Colorado*

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Materials: *So Long Colorado* worksheet, pencil or pen

Procedure: Students complete the *So Long Colorado* worksheet to match the six culture groups to the reasons why the group moved away from Colorado.

Post-Visit Activity #3: Things They Left Behind

Time Frame: 15 Minutes

Objectives:

- To look at the interaction, patterns, and contributions of cultural groups of the past

Fourth Grade Colorado Academic Standards Addressed: History 2

Third Grade Colorado Academic Standards Addressed: History 1

Materials: *Things They Left Behind* worksheet, pen or pencil

Procedure: Have students work in groups to brainstorm a list of influences from the culture groups found in Colorado's culture today. Ideas can be listed on the *Things They Left Behind* worksheet. Or, a chart can be posted in the classroom and ideas can be added to the chart throughout the year. Give suggestions from the teacher's key.

Post-Visit Activity #4: Hey That's Mine!

Time Frame: 15 Minutes

Objectives:

- To understand scarcity of resources
- To make connections to the past

Fourth Grade Colorado Academic Standards Addressed: History 1, Economics 1

Third Grade Colorado Academic Standards Addressed: History 2

Materials: Resource like food, a bag of candy, a set of books, playground equipment

Procedure: Start with a discussion identifying a resource. This simulation activity helps students understand the impact cultural groups have on each other, especially as Colorado's population has increased over time. Select a resource (food, bag of candy, set of books, playground equipment) that can be shared. Put the resource on a table in the center of the classroom. Students stand around the resource. Ask three students to come to the resource. Discuss how it feels to share among three students. Ask another three students to come to the resource. Discuss how it feels to share among six students and how they might work together to use the resource. Then, have one student leave and discuss how sharing and working together has changed. Next, ask nine new students to join the group. Discuss how the dynamics of using the resource and working together have changed. Ask two students to leave the group, and discuss how group dynamics have changed by having two fewer students. Now, have five new students join the group.

Discuss how adding students has affected the group's



use of the resource and their ability to work together to problem-solve. Add any remaining students to the group. Conclude with a definition of population density (the quantity of people in a given area of space) and the effects people groups have on each other.

Extension:

Students can discuss the difference between recess with one class on the playground and recess with many classes on the playground. With more people on the playground, some students tend to move away so they have more space, and other students like to be in the center of the action and close to others. This is similar to people living in urban, suburban, and rural areas of Colorado.

Post-Visit Activity #5: Take Me to Your Leader

Time Frame: 45 Minutes

Objectives:

- To develop map reading skills
- To improve understanding of Colorado's democratic process

Fourth Grade Colorado Academic Standards Addressed: Civics 2

Third Grade Colorado Academic Standards Addressed: Civics 2

Materials: *Take Me to Your Leader* worksheet, pen or pencil

Procedure: Start with a discussion of how making laws for all the people of Colorado should equally represent all people and cultural groups. Have the students fill out the *Take Me to Your Leader* worksheet about Colorado's population density. Have the students decide how to best allot representatives to the Colorado State Legislature. Research the Internet for a current map of the Colorado Congressional Districts (www.nationalatlas.gov/government) or the State Legislative Districts (www.state.co.us/maps/). Discuss the students' decisions for representation in Congress compared to the actual allotment of districts.

Post-Visit Activity #6: What's My Function NOW?

Time Frame: 20 minutes

Objectives:

- To use objects as primary sources of information
- To make connections to the past

Fourth Grade Colorado Academic Standards Addressed: History 2

Third Grade Colorado Academic Standards Addressed: History 1

Materials: *What's My Function NOW* worksheet, pencil or pen

Procedure: Using the list of artifacts from the *Moving Day* presentation, find their modern day equivalent in the classroom. Try to provide at least one object from each line below in the classroom for the students to find:

Water bottle, soda can

Bag of corn chips
Flash light, candle
Car Keys
Piece of Jewelry
Music CD, record, MP3 player, instrument

Post-Visit Activity #7: My Colorado Story

Time Frame: 45 Minutes

Objectives:

- To improve writing skills
- To make personal connections to the past

Fourth Grade Colorado Academic Standards Addressed: History 2, Civics 1

Third Grade Colorado Academic Standards Addressed: History 2, Civics 1

Materials: *My Colorado Story* worksheet, pencil or pen

Procedure: Students use the *My Colorado Story* worksheet to discover when and how their own family came to Colorado. Note: The worksheet might need to be completed by students at home with their families. Using the information they gathered on the worksheet, have the students write a memoir or historic fiction narrative about when and why their families first came to Colorado. They should include who came, the year in which the family immigrated to Colorado, where they emigrated from, where the family settled, and reasons for the family's move to Colorado.

Extension:

You can collect the *My Colorado Story's* into a classroom notebook. Spend time reading aloud the family stories. The readings can be done over the course of a week, reading a few stories each day. Discuss any trends or similarities observed in the students' stories.

Discuss how the class's immigration histories fit with the culture groups and immigration patterns learned about in the *Moving Day: Colorado's Migration Story* program.

Create a web of the information about students' immigration to Colorado. Immigration can be grouped according to the state each family emigrated from, families' reasons for coming, etc.

Post-Visit Activity #8: Puzzle This

Time Frame: 20 Minutes

Objectives:

- To improve computer skills
- To expand vocabulary and spelling

Fourth Grade Colorado Academic Standards Addressed: Reading 3

Third Grade Colorado Academic Standards Addressed: Reading 3

Materials: Computer with internet, printer and the *Puzzle This* worksheet

Procedure: Using the *Puzzle This* worksheet, students make their own word puzzles using the vocabulary terms from the *Moving Day* class. Once their puzzle is printed, students can pass their puzzle to the whole class or just their neighbor.

Post-Visit Activity #9: Where in Time?

Time Frame: 15 Minutes

Objectives:

- To develop timeline reading skills
- To make connections between events in Colorado history to events in the United States

Fourth Grade Colorado Academic Standards Addressed: History 1

Third Grade Colorado Academic Standards Addressed: History 2

Materials: *Where in Time* worksheet, pencil or pen

Procedure: Students use the *Where in Time* worksheet to sequence events in Colorado history to events in the United States and world.

MOVING DAY



HISTORY *Colorado*

ANCESTRAL PUEBLOANS

Timeline: circa 1000 - 1300



Facts:

- The Ancestral Puebloans were some of Colorado's earliest residents.
- Ancestral Pueblo people lived in the Four Corners area where Colorado, New Mexico, Arizona, and Utah come together, from around AD 1000 to AD 1300.
- Ancestral Puebloan artifacts include sandals woven from the yucca plant, *metates* and *manos* used to grind corn, and beautiful pottery for cooking and ceremonies.
- The Ancestral Puebloans ate corn, beans, and squash, sometimes called "The Three Sisters" because together

they created a balanced meal. They also hunted rabbit and deer, and kept turkeys that they used for meat and feathers.

- The Ancestral Puebloans lived in pithouses on the mesa tops and river bottoms near their farms. Later, they built stone houses in the canyon walls that sheltered entire communities.
- By AD 1300, Ancestral Puebloans left Colorado and moved south to the Rio Grande River and to other parts of New Mexico and Arizona. Drought and a growing population are believed to be reasons they left the area.
- The Ancestral Puebloans never "disappeared." Their descendants (the Tewa, Tiwa, Towa and Hopi) are alive today and carry the traditions and stories of their ancestors.

Glossary:

circa - approximately or around, usually referring to a date

yucca plant - a perennial shrub or tree in the agave family, noted for its tough, sword shaped leaves

mano and *metate* - stone grinding tools used for crushing grains and other food

mesa - an elevated area of land with a flat top and sides that are usually steep cliffs

pithouses - houses built partially underground



HISTORY *Colorado*

UTE INDIANS

Timeline: pre-AD 1100 - present



Facts:

- The Ute Indians are the longest continuous residents in Colorado. Ute oral traditions maintain that they have always been here.
- Historically, Utes travel in family groups throughout Colorado based on seasonal rounds. Seasonal rounds means to intentionally move based on patterns of where game, water and other resources were in that moment. They carried their belongings on their backs and had dogs that used a travois to move their belongings.

- Utes included seven groups, or “bands” that occupied different parts of the state. Their traditional homeland

included the Rocky Mountains and plateaus of western Colorado.

- Deer were very important food sources, but Utes also hunted elk, mountain sheep, rabbits, and birds. Nuts, berries, and other plants were also important food sources.
- Their houses, called wickiups, were made from wood poles that were covered in bark, leaves, and other available material.
- When the Spanish arrived in the New World, they brought horses with them. The Utes soon became masterful horsemen and were able to trade horses with other tribes. Horses transformed life for nomadic American Indians, including how they hunted and how far they traveled.
- The Utes celebrate the Bear Dance every spring to celebrate the bears and to welcome in blessings for a new year. Because bears are so revered by Ute people, they are never hunted.
- As settlers moved to Colorado in the late 1800s looking for gold, the Ute Indians were forced out of their traditional homelands.
- Ute leaders tried to save their lands by negotiating with President Lincoln. However, the U.S. government broke its treaties and relocated the Utes to three reservations: one in Utah and two in southwestern Colorado.

Glossary:

seasonal rounds - the movement of people from one place to another based on knowledge of where game, water and other resources they needed to survive were based on the season.

travois - two poles with a sling in the middle used to drag loads over land

wickiups - domed roof dwelling often used by Native American tribes of the West and Southwest

reservations - land set aside by the U.S. government for American Indian tribes

CHEYENNE & ARAPAHO

Timeline: 1800 - present



Facts:

- Several centuries ago, the Cheyenne and Arapaho Indians were farmers in the Great Lakes region of the United States. When Americans and Europeans settled the Great Lakes region in the late 1700s, the Cheyenne and Arapaho Indians were forced out of their homelands and migrated west to the Great Plains.
- On Colorado's eastern plains, the Cheyenne and Arapaho were seasonal round hunters. They hunted bison (also known as buffalo) and used them for clothing, food, tools, and shelter.

- The Cheyenne and Arapaho people lived in tipis, which were easy to pack up and move.
- In 1864, a peaceful camp of elderly, women, and children was attacked by the U.S. military. The Sand Creek Massacre shocked the nation, and sparked a series of conflicts between the tribes and newcomers.
- When railroads came across the Great Plains in the 1870s, bison were nearly exterminated from the Plains.
- Treaties were made and broken, and fearful settlers demanded that the Cheyenne and Arapaho be removed from the state. The tribes were ultimately forced onto reservations in Oklahoma and Wyoming.
- Beginning in 1998 and continuing today, members of the Cheyenne and Arapaho tribes, along with the general public, come together annually at the Sand Creek Massacre Spiritual Healing Run to remember those who lost their lives at the Sand Creek Massacre.
- At the Denver March Powwow, the second largest Powwow in the United States, close to 100 tribes, including the Cheyenne and Arapaho, come together to celebrate dance, art, food, storytelling, music, and heritage.

Glossary:

tipi - a cone-shaped tent, traditionally made of animal skin or birch bark

treaty - a formal contract or agreement between countries or political groups

massacre - the killing of a large number of people

exterminated - to get rid of by destroying



HISTORY *Colorado*

HISPANOS

Timeline: 1850 - present



Facts:

- Spanish-speaking people have been in Colorado for many centuries.
- Between the 1540s and 1821, Colorado was the northernmost part of Spain's colonial empire in North America.
- In 1706, seventy years before the American Revolution, a Spanish explorer named Juan de Ulibarri camped near today's city of Pueblo and formally claimed Colorado for Spain. When the Declaration of Independence was being signed in 1776, two Spanish priests

named Francisco Domínguez and Silvestre de Escalante explored western Colorado.

- The United States came into the picture in 1803, when the Louisiana Purchase gave part of Colorado to the United States. The United States controlled Colorado's northeastern plains while Spain claimed all of Colorado's Rocky Mountain region and the land south of the Arkansas River.
- In 1821, Mexico won its independence from Spain. Southern Colorado became part of the Republic of Mexico.
- Then in 1848, after the Mexican American War, all of Colorado became part of the United States.
- Encouraged by the United States, in 1852 Spanish-speaking settlers came from New Mexico and started Colorado's first permanent town, San Luis, in the San Luis Valley.
- These settlers, called Hispanos, farmed and raised livestock. Their houses were built out of adobe bricks, a concrete-like mixture made of straw, mud, and water.
- Hispanos dug Colorado's first irrigation ditch, constructed Colorado's oldest church, and founded Colorado's oldest continually existing towns.

Glossary:

livestock - animals raised on a farm, like chickens, pigs, goats, cows

adobe - a concrete-like mixture made of straw, mud, and water used to make houses and other buildings



HISTORY *Colorado*

MOUNTAIN MEN



Timeline: 1820 - 1850



Facts:

- The Rocky Mountain fur trade era was a brief, colorful, and important time in Colorado's history.
- European and American merchants initially traded with American Indians for beaver furs. Later, they sent out employees to hunt and trap the animals for their skins.
- For many years, fashionable men's top hats were made from beaver pelts.
- Trappers, also known as "mountain men," moved throughout the Rocky Mountains, living in temporary cabins or tipis. Many married Indian or Hispanic women and adopted the language, clothing, and customs of their American Indian neighbors.
- Mountain men came from all walks of life and included Americans, Hispanos, French, English, Germans, Russians,

African Americans, and American Indians.

- Mountain Men were known for telling tall tales about their adventures.
- Trappers set iron traps in pools near stream banks. For bait, they smeared sticks with castoreum.
- Every spring, Mountain Men sold their beaver pelts to merchants. For many years, mountain men and fur buyers gathered in the mountains at a trade fair called the "rendezvous." Larger companies built permanent trading forts, such as Bent's Fort in eastern Colorado, and Fort Roubidoux in today's Delta, Colorado.
- By the mid-1800s, mountain men had hunted beavers almost to extinction in the Rocky Mountains. At the same time, silk started to be used to make hats, and there was no longer a demand for beaver pelts.
- Mountain men turned to other jobs, such as hunting buffalo for their robes or guiding settlers and soldiers through the passes they had discovered in the mountains.

Glossary:

era - an important period of time

castoreum - oil from the castor gland of the beaver that fur trappers used to attract beavers

rendezvous - a meeting at a prearranged place and time



HISTORY *Colorado*

MINERS

Timeline: 1859-1893



Facts:

- In 1858, gold was discovered in Colorado. The following year, perhaps 100,000 people started out on the “Pike’s Peak Gold Rush.”
- Many people came from the eastern United States, but others came from California, Canada, New Mexico, and from around the world.
- Prospectors made gold and silver strikes in different parts of the Rocky Mountains at different times.

- Most of the gold seekers returned home after a few months. But thousands stayed in Colorado in hopes of getting rich from gold and silver.
- Denver began as a gold camp, but it grew by selling picks, shovels, pans, and groceries to miners in the mountains.
- Miners worked long hours panning for gold along streams and drilling into mountains. Boys as young as ten sometimes worked in the mines.
- Leadville became Colorado’s richest silver strike in the mid-1870s. Leadville grew so quickly that it was known as the “Magic City.”
- When silver and gold were discovered in the San Juan Mountains, Durango, Silverton, and Creede boomed.
- Colorado’s largest gold strike was in Victor and Cripple Creek, at the base of Pikes Peak.
- Besides gold and silver, miners also mined lead, coal, and other minerals.
- Mining brought not only miners but also shopkeepers, businesspeople, farmers, families, and railroads.
- Mining is often called a “boom-bust” economy. When gold and silver prices are high, and minerals easy to find, then people get rich. When the mines run out of gold or prices drop, whole towns can fail and disappear.
- Only a few miners got rich. Most worked for small wages in someone else’s mine.

Glossary:

prospectors - people who search for natural resources like gold and silver

boom-bust economy - a cycle when businesses are strong (boom) and when businesses fail (bust)



HISTORY *Colorado*

Greetings From

COLORADO!

NAME OF CULTURAL GROUP: _____

Greetings From

COLORADO!

NAME OF CULTURAL GROUP: _____

PLEASE
PLACE
STAMP
HERE

To:

PLEASE
PLACE
STAMP
HERE

To:

Post-Visit Activity #2 Worksheet

So Long, Colorado



Name: _____ Date: _____

Match each cultural group to the statement that matches why each migrated out of Colorado by connecting them with a line. Remember, there may be more than one reason for each cultural group!

Miners

“We’ve never left!”

“There’s no more gold here!”

Hispanos

“There are not enough bison for us to hunt and support our families.”

Mountain Men

“We have to move to a reservation.”

Cheyenne & Arapaho

“The U.S. government keeps telling us to move!”

Utes

“We don’t have enough water for our crops and this place is getting too crowded!”

Ancestral Puebloans

“There are no more beavers to hunt!”

“Thanks to silk hats, there’s no one to sell my beaver belts to.”

Post-Visit Activity #2 Worksheet

So Long, Colorado

TEACHER'S KEY



Match each cultural group to the statement that matches why each migrated out of Colorado by connecting them with a line. Remember, there may be more than one reason for each cultural group!

Miners	“We’ve never left!”
Hispanos	“There’s no more gold here!”
Mountain Men	“There are not enough bison for us to hunt and support our families.”
Cheyenne & Arapaho	“We have to move to a reservation.”
Utes	“The U.S. government keeps telling us to move!”
Ancestral Puebloans	“We don’t have enough water for our crops and this place is getting too crowded!”
	“There are no more beavers to hunt!”
	“Thanks to silk hats, there’s no one to sell my beaver belts to.”

Post-Visit Activity #3 Worksheet

Things They Left Behind

Name: _____

Date: _____

Work in groups to brainstorm a list of influences from the culture groups found in Colorado's culture today.



<p><u>Miners</u></p>	<p><u>Mountain Men</u></p>	<p><u>Cheyenne & Arapaho</u></p>
<p><u>Ancestral Puebloans</u></p>	<p><u>Utes</u></p>	<p><u>Hispanos</u></p>

Post-Visit Activity #3 Worksheet

Things They Left Behind

TEACHER'S KEY



Work in groups to brainstorm a list of influences from the culture groups found in Colorado's culture today.

Miners

Colorado School of Mines: The University is located in Golden, which was founded as a mining supply town. The early focus of the school was on gold and silver. Later, its mission grew to understanding the Earth, harnessing energy and sustaining the environment.

Oil, gas and mining companies: Colorado still has many natural resources underground that are mined today.

Mountain Men

Rustic Cabins: The types of rustic homes the mountain men used are still popular in the mountains today.

Trails & Trade Routes: Railroads and highways were often built along these original trails and routes.

Cheyenne & Arapaho

Tents: They used tipis for shelter because they were lightweight and movable. We use similar tents when we camp today.

Storytelling: Traditional oral storytelling is alive today. Stories are passed down from one generation to the next without writing them down. Think about the family stories you know.

Leather clothing: They perfected leather tanning of buffalo hide. We still wear leather clothing today.

Ancestral Puebloans

Farms: They were the first to farm corn, beans and squash in Colorado. We still farm and eat these crops today.

Corn flour: They used a mano and metate to grind corn into a powder for cooking. We still do that same thing and then make corn tortillas and bread.

Sandals: They used yucca to make sandals to protect their feet that look very similar to sandals we wear today.

Dishes: They made pottery that was used for cooking and storing food. We use ceramic dishes today.

Utes

Sleds: They used travois to drag loads over land much like we use sleds.

Horses: They became really important in the horse trade and influence the breeds of horses we have today.

Hot Springs: Ute Indians knew the location and medical qualities of natural hot springs of Colorado before anyone else. People still go to hot springs today.

Hispanos

Adobe: They used mud and straw building materials that are still used today.

Spanish names of towns and streets: Many of the names of streets and towns in Colorado come from Spanish settlers.

Post-Visit Activity #5 Worksheet

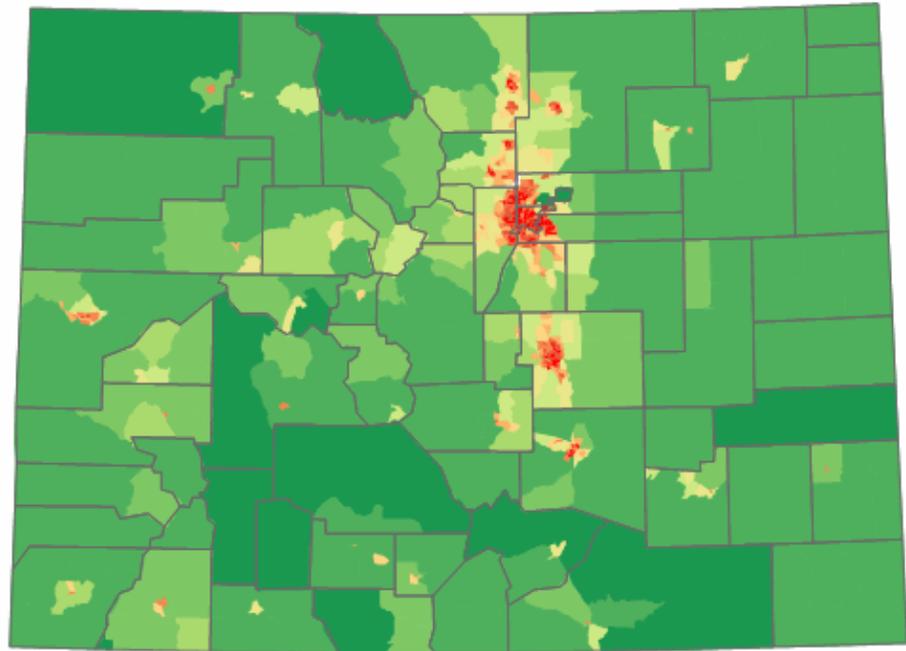
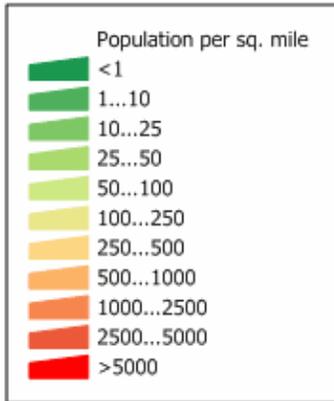
Take Me to Your Leader



Name: _____

Date: _____

The map below shows the population density of Colorado. Answer the following questions using the map.



Source: U.S. Census Bureau
Census 2000 Summary File 1
population by county

1. Draw a star to show the location of Denver.
2. What color represents where the most people live per sq. mile?
3. What color represents where the least amount of people live per sq. mile?
4. Which region of Colorado has the most people?

Eastern Plains _____ Front Range _____ Western Slope _____

San Luis Valley _____ Four Corners _____

5. Why do you think most people live in the region above? _____

6. How is the map divided? by county _____ by city _____ by rivers _____

7. Estimate how many counties are in Colorado 40 _____ 200 _____ 80 _____

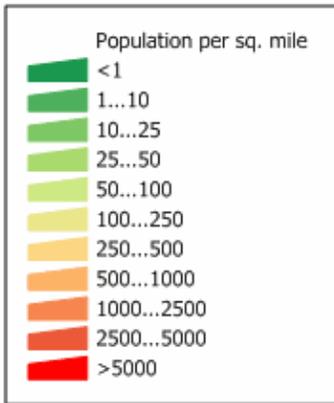
Post-Visit Activity #5 Worksheet

Take Me to Your Leader

TEACHER'S KEY

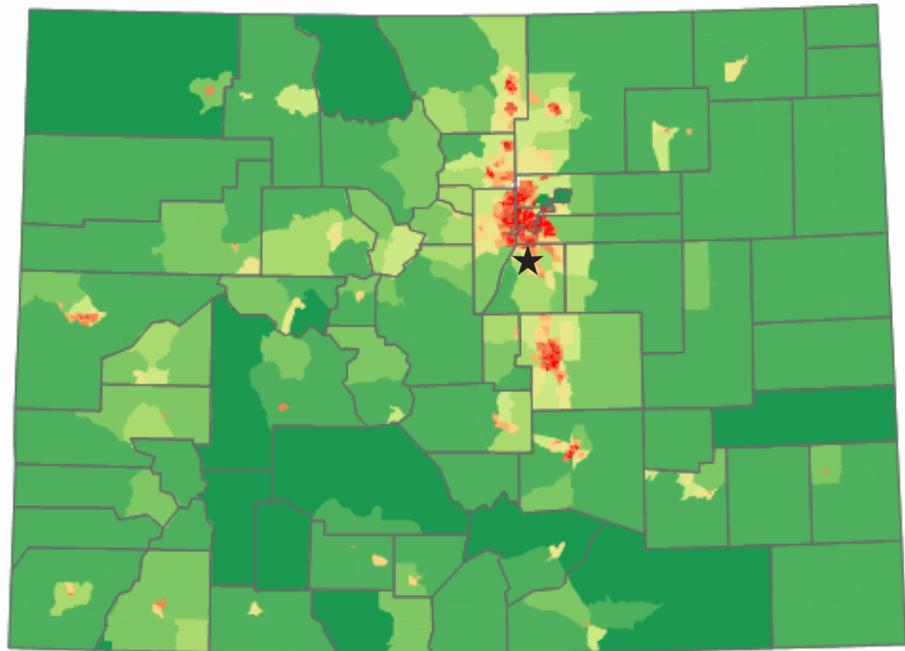


The map below shows the population density of Colorado. Answer the following questions using the map.



Source: U. S. Census Bureau

Source: U.S. Census Bureau
Census 2000 Summary File 1
population by county



1. Draw a star to show the location of Denver.
2. What color represents where the most people live per sq. mile? RED
3. What color represents where the least amount of people live per sq. mile? DARK GREEN
4. Which region of Colorado has the most people?

Eastern Plains _____ Front Range XX Western Slope _____

San Luis Valley _____ Four Corners _____

5. Why do you think most people live in the region above? _____

6. How is the map divided? by county XX by city _____ by rivers _____

7. Estimate how many counties are in Colorado 40 _____ 200 _____ 80 XX

Post-Visit Activity #6 Worksheet

What's MY Function NOW?



Name: _____

Date: _____

This activity is a scavenger hunt! Using the list of artifacts from the *Moving Day* presentation, find an object in your classroom that has the same or similar function then check it off the list. You can use the hints to remember the function of each object.

- Wool** *Hint: I could be spun into yarn and then woven into clothes or rugs.*
- Milagros** *Hint: I was used to help people who were hurt.*
- Chiles** *Hint: I added heat and spice to food.*
- Leather Reins** *Hint: I was used to lead a horse.*
- Flute** *Hint: I made beautiful music.*
- Tanned Deer Hide** *Hint: I was made into clothing, bags, and moccasins.*
- Beaver Pelt** *Hint: I was used for making top hats.*
- Castoreum** *Hint: I was used to attract beavers to the traps.*
- Hawk Bells** *Hint: I was a decoration that could be traded with American Indians.*
- Corn Cob** *Hint: I was used for food.*
- Mano** *Hint: I was used to grind corn into a fine grit for cooking.*
- Pottery Sherds** *Hint: I was used for cooking and storing food.*
- Gold** *Hint: Miners sold me for money.*
- Gold Pan** *Hint: I was used to sift or separate gold flecks from sand and dirt.*
- Assayers Scales** *Hint: Assayers used me to weigh gold found by miners.*
- Bow** *Hint: I was used for hunting and protecting people.*
- Bone Scraper** *Hint: I was a tool that removed fur from animal skins.*
- Bison Bladder** *Hint: I was used to carry water.*



Post-Visit Activity #7 Worksheet

My Colorado Story



Name: _____

Date: _____

Fill in the blanks with your answers. Ask your family to help you!

Who was the first of your family to come to Colorado?

When did they come (What year or decade)?

What brought them to Colorado (job, family, weather, etc)?

Where did they come from?

Post-Visit Activity #8 Worksheet

Puzzle This

Name: _____

Date: _____

Visit the Discovery Education website by typing in <http://puzzlemaker.discoveryeducation.com> into the web browser. First, click on the *Word Search* option. Next, follow the directions and enter the vocabulary words below. Last, print out your puzzle and see if your friends can solve it!



ADOBE

BOOM-BUST

CASTOREUM

ERA

EXTERMINATION

LIVESTOCK

MANO

MASSACRE

MATATE

MESA

NOMADIC

PITHOUSE

PROSPECTORS

RENDEZVOUS

RESERVATION

TIPIS

TRAVOIS

TREATIES

WICKIUPS

YUCCA

Name: _____

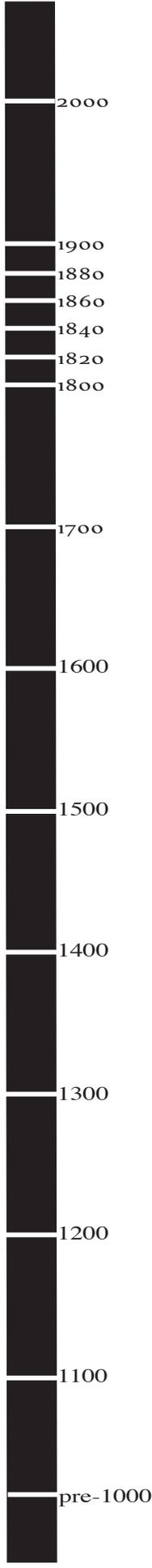
Ancestral Puebloans

Colorado's Migration Timeline

pre-1000 - present

Utes

Cheyenne & Arapaho



Post-Visit Activity #9 Worksheet

Where in Time?

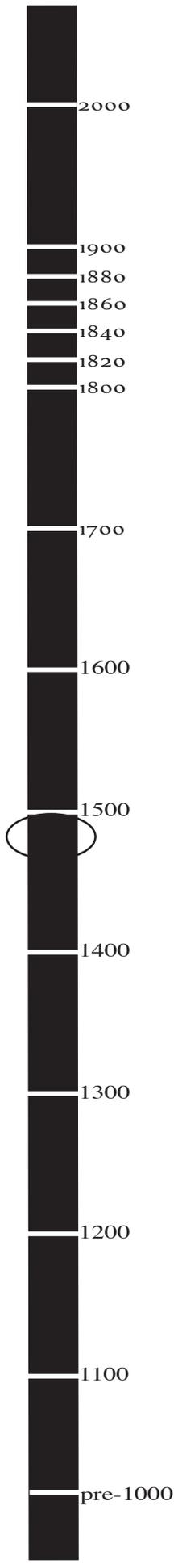
1. Colorado became the 38th state of the Union on August 1, 1876. Which Cultural Groups were in Colorado at that time? _____
2. The Great Pyramid in Giza was built around 7,000 years ago. Was that before or after the Ancient Puebloans built cliff dwellings in Colorado? _____
3. Christopher Columbus sailed the ocean blue in 1492. Circle that date on the timeline.
4. Which groups were in Colorado when the Civil War erupted in 1861? _____

TEACHER'S KEY

Ancestral Puebloans

Colorado's Migration Timeline

pre-1000 - present



Post-Visit Activity #9 Worksheet

Where in Time?

1. Colorado became the 38th state of the Union on August 1, 1876. Which Cultural Groups were in Colorado at that time? Utes, Cheyenne & Arapaho, Hispanos, Miners

2. The Great Pyramid in Giza was built around 7,000 years ago. Was that before or after the Ancient Puebloans built cliff dwellings in Colorado? BEFORE

3. Christopher Columbus sailed the ocean blue in 1492. Circle that date on the timeline.

4. Which groups were in Colorado when the Civil War erupted in 1861? Utes, Cheyenne & Arapaho, Hispanos, Miners

