



Moving Day: Colorado's Migration Story Pre-History to 1870 Pre-Visit Activities

The following activities can help students understand some of the important themes that they will be introduced to during the *Moving Day* program. We recommend doing all four activities before the scheduled visit.

Pre-Visit Activity #1: Introduction to Moving Day Cultures (45 Min)

There are 6 Culture Cards that represent some groups that live and have lived in Colorado. The bulk of the *Moving Day* program will be based on information that students discover from these cards. Have the students read the Culture Cards and complete the *Culture Facts* worksheet. Students can read and take notes on one or more culture groups.

Objective: Students become familiar with the cultural groups of the *Moving Day* program and pull out important facts from the page of reading.

3rd Grade Colorado Content Standards - History 2c, 2d; Reading 1b, Writing 1d

4th Grade Colorado Content Standards - History 2a, 2b, Reading 1a, 1c, 2a, Writing 1a

Pre-Visit Activity #2: Colorado Timeline: Pre-1000 to present (15 Min)

Students use the *Where in Time?* worksheet to sequence *Moving Day* culture groups from Pre-history to 1870. Students will answer questions about the timeline.

Objective: Students learn how to read important elements of a timeline and are able to place the six cultural groups of the *Moving Day* program in time.

3rd Grade Colorado Content Standards – History 2b, 2d

4th Grade Colorado Content Standards – History 1a, 2b

Pre-Visit Activity #3: Primary Sources: How to Read Historical Photographs (15 Min)

The *Photograph Find* worksheet guides students in their reading of historical photographs by focusing on people and objects in a photograph. Students study the historic photo and answer the questions about the photo.

Objective: Students learn to use photographs as primary sources of information about a culture.

3rd Grade Colorado Content Standards – History 1b, 2a

4th Grade Colorado Content Standards – History 2d



HISTORY Colorado

MOVING DAY

MOVING DAY

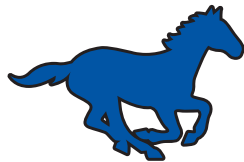
Pre-Visit Activity #4: Primary Sources: Using Artifacts (15 Min)

Have each student select an object from around the classroom that they find interesting or frequently use. Each student will fill out the *Everyday Artifacts* worksheet based on the object they chose. After the students complete their worksheets, tell them you are going to talk about artifacts. *Artifacts are defined as objects made by people that are an example of primary resources.* That means an artifact can tell us about the people that made and used the object. Have the students think about whether the object they selected is an artifact. Ask the students to help make a list of artifacts from their homes and write the list on the board.

Objective: Students will learn to see artifacts as primary sources of information about a culture.

3rd Grade Colorado Content Standards – History 1b

4th Grade Colorado Content Standards– History 2d



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

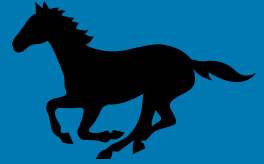
pithouses - houses built partially underground



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



HISTORY *Colorado*

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*

Pre-Visit Activity #1 Worksheet

Culture Facts



Name: _____

Name of the Culture Group (Check One):

- ☐ Ancient Puebloans
- ☐ Utes
- ☐ Cheyenne & Arapaho
- ☐ Hispanos
- ☐ Mountain Men
- ☐ Miners

Two facts about this Culture Group:

1. _____

2. _____

Write a short story about a person from this culture. Include why they may have come to Colorado and what their life in Colorado was like.

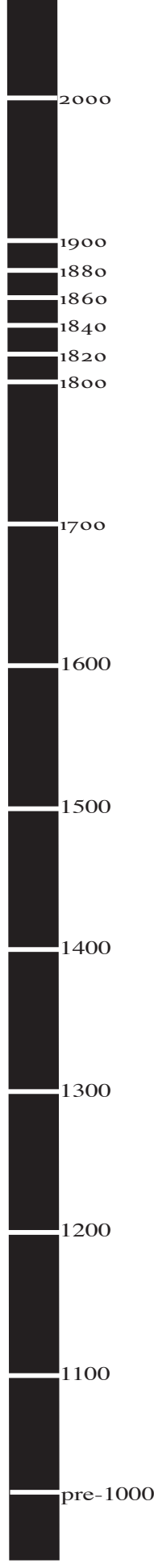
Name: _____

Ancestral Puebloans

Colorado's Migration Timeline pre-1000 - present

Utes

Cheyenne & Arapaho



Pre-Visit Activity #2 Worksheet

Where in Time?

1. Circle the oldest date on the timeline. You may want to use a ruler or a sheet of paper to determine the measurements on this timeline.
2. Place a star next to the name of the cultural group that was in Colorado at the same time as the Ancestral Puebloans.
3. When did the Cheyenne & Arapaho come to Colorado? _____
4. How many years were Mountain Men in Colorado? _____ / _____
5. Approximately when did mining in Colorado boom? Bust? _____ / _____
6. 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. **Place an 'X' on the timeline when this event occurred.**
7. What cultural groups do you think are still in Colorado today? Why? _____

Mountain Men

Hispanos

Miners

Pre-Visit Activity #3 Worksheet

Photograph Find

Name: _____



Look at the people in the photograph.

- 1) What is one item of clothing the person or people are wearing?

- 2) How is this item the same as what people wear today? How is it different?

- 3) What do you think the people are doing in this photograph?

Look at the objects in the photograph.

- 1) What object seems interesting to you and why?

- 2) How do you think the object was used?

- 3) Who would use it?

Pre-Visit Activity #4 Worksheet

Everyday Artifacts



Name: _____

1. What is it made of? _____
2. Where did it come from? _____
3. What is it used for? _____
4. Why did you pick this object? _____

5. What do you think this object could tell people in the future about you? _____

6. Will this object still be used 50 years from now? If not, what will be used instead? _____

Draw a picture of your object.

A large, empty rectangular box with a black border, intended for drawing a picture of the object.

TEACHER'S KEY

Ancestral Puebloans

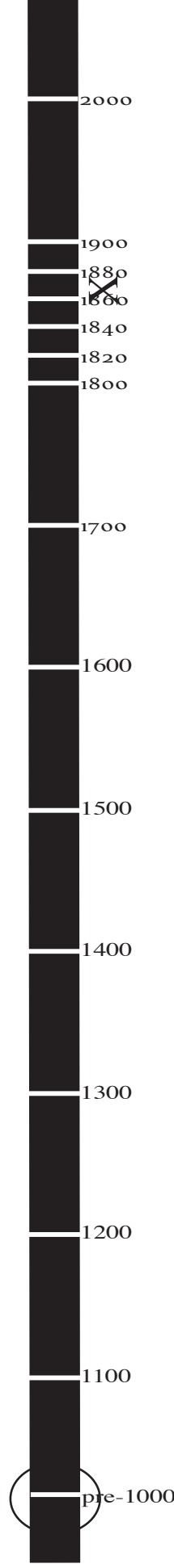
Colorado's Migration Timeline

pre-1000 - present

Utes



Cheyenne & Arapaho



Pre-Visit Activity #2 Worksheet

Where in Time?

1. Circle the oldest date on the timeline.
2. Place a star next to the name of the cultural group that was in Colorado at the same time as the Ancestral Puebloans.
3. When did the Cheyenne & Arapaho come to Colorado? 1800
4. How many years were Mountain Men in Colorado? 30 years
5. Approximately when did mining in Colorado boom? Bust? 1859 / 1893
6. 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. **Place an 'X' on the timeline when this event occurred.**
7. What cultural groups do you think are still in Colorado today? Why? _____

Mountain Men

Hispanos

Miners